

A Structural Equation Model of Academic Satisfaction: The Roles of Transformational Teaching Strategies, Student Engagement, and Clinical Self-Efficacy among Radiologic Technology Students

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Abstract

Introduction: Academic satisfaction is a critical indicator of students' learning outcomes and professional readiness in Radiologic Technology education. However, the underlying mechanisms through which instructional strategies and learner-related factors influence academic satisfaction remain underexplored in clinically intensive allied health programs.

Objectives: This study examined the structural relationships among transformational teaching strategies, student engagement, clinical self-efficacy, and academic satisfaction among Radiologic Technology students.

Methods: A quantitative research design was employed, grounded in Transformational Leadership Theory, Student Engagement Theory, and Social Cognitive Theory. Data were collected from 363 Radiologic Technology students using a structured questionnaire and analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM).

Results: The findings revealed that transformational teaching strategies significantly predicted student engagement ($\beta = 0.364$, $p < 0.001$), clinical self-efficacy ($\beta = 0.158$, $p = 0.005$), and academic satisfaction ($\beta = 0.321$, $p < 0.001$). Student engagement also significantly predicted clinical self-efficacy ($\beta = 0.329$, $p < 0.001$) and academic satisfaction ($\beta = 0.156$, $p = 0.004$). Among all predictors, clinical self-efficacy emerged as the strongest determinant of academic satisfaction ($\beta = 0.433$, $p < 0.001$). The model explained 48% of the variance in academic satisfaction, indicating moderate explanatory power.

Conclusion: The study highlights the importance of transformational teaching strategies, active student engagement, and clinical self-efficacy in enhancing academic satisfaction. These results provide evidence to support the integration of learner-centered instructional approaches and competence-based clinical training to improve educational outcomes in Radiologic Technology and allied health programs.

Keywords: *Transformational Teaching Strategies, Student Engagement, Clinical Self-Efficacy, Academic Satisfaction, Radiologic Technology Education, PLS-SEM, Allied Health Education*

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Clinical Learning Environment, Self-Efficacy, and Student Engagement as Predictors of Clinical Performance among Nursing Students in Saudi Arabia and the Philippines: A PLS-SEM and Multi-Group Analysis

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Abstract

Introduction: Clinical competence is essential in nursing education because it ensures that nursing graduates are capable of delivering safe and effective patient care. While factors like the learning environment, self-efficacy, and student engagement influence clinical performance. Limited research has explored how these interact across cultures, especially between Saudi Arabia and the Philippines.

Objectives: This study aimed to examine the relationships among clinical learning environments, self-efficacy, student engagement, and clinical performance among nursing students in Saudi Arabia and the Philippines.

Methods: A quantitative cross-sectional design was adopted; data were collected from undergraduate nursing students using a validated survey. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to assess the measurement and structural models, while multi-group analysis compared relationships across the two countries.

Results: Results showed that the clinical learning environment was a significant predictor of clinical performance ($\beta = 0.223$, $p < .001$), self-efficacy ($\beta = 0.291$, $p < .001$), and student engagement ($\beta = 0.172$, $p < .001$). Self-efficacy significantly influenced performance ($\beta = 0.126$, $p = .038$), student engagement emerged as the most substantial predictor ($\beta = 0.428$, $p < .001$). A significant inter-country difference was observed for the path between self-efficacy and clinical performance ($\beta_{PH} = 0.193$; $\beta_{SA} = -0.058$; $p = .028$).

Conclusion: These findings highlight the importance of supportive clinical learning environments and active student engagement in enhancing nursing students' clinical competence. Strengthening these factors may improve educational outcomes across diverse cultural contexts.

Keywords: *Clinical learning environment (CLE), Self-efficacy (SE), Student engagement (SEng), Clinical performance (CP), Nursing education, PLS-SEM, Cross-cultural study.*

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The Moderating Effect of Sex on Institutional Fairness and Moral Disengagement of College Students

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Abstract

Introduction: Moral disengagement is a phenomenon of justifying unethical deeds as ethically acceptable due to the perception of unfair treatment which appeared as critical issues among college students, even institutional fairness is established respectively. Thus, sex relics depict a lack of reliable instruments to measure the relationship between moral disengagement and institutional fairness.

Objectives: This inquiry aimed to develop equity driven sex policies anchoring to institutional fairness, based on four dimensions: interpersonal, occupational, community, and societal which helps student affairs offices (OSA), guidance counselors, and instructors in dealing with the moral disengagement of students.

Methods: This is facilitated through a correlational non-experimental approach. Through stratified random sampling, data was collected from 507 students of Region XI employing Google Forms, while modified and adopted questions were delivered which were designed for Institutional Fairness and Moral Disengagement. Moreover, G* Power 3.2 was used to determine the essential sample size for the investigation. The reliability including the Cronbach's alpha and omega, the Convergent Validity was established as Average Variance Extracted, Descriptive Statistics, and Moderation Analysis were performed.

Results: The findings revealed favorable perceptions of institutional fairness while participants demonstrated low tendencies toward moral disengagement. Institutional fairness then significantly predicted its outcomes and indicated a moderate positive effect on moral disengagement ($\beta = 0.451$, $t = 7.582$, $p < .001$). In addition, sex had a significant direct effect on moral disengagement ($\beta = -0.308$, $t = 3.682$, $p < .001$) and significantly moderated the relationship between variables ($\beta = -0.336$, $t = 3.763$, $p < .001$). Furthermore, interaction analysis demonstrated that male were stronger than females ($\beta = -0.336$, $p < .001$), suggesting that sex intensifies how fairness perceptions relate to moral disengagement tendencies. Finally, the R-squared value of 14% of the variance in moral disengagement which means additional predictors of 86% should be considered in future studies.

Conclusion: Sex confirms its validity and reliability as moderator between the contrasting variables highlighted. Its application may inform equity policy formulation and curriculum enhancement in dealing with moral disengagement in educational environments.

Keywords: *Institution Fairness, Moral Disengagement, Moderation Analysis, SmartPLS, Philippines*

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Leadership Styles and Student Government Effectiveness: A Cross-Country Structural Model Among Student Leaders in The Philippines and India

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Abstract

Introduction: In the last few decades, leadership in higher education has been broadened. From being just an administration to including a student government framework shapes different aspects of the institution. In Asian societies such as the Philippines and India, both characterized by collectivist orientations and complex colonial legacies, student leadership may operate within culturally embedded norms that influence leadership behaviors and governance outcomes. Thus, examining the mechanism of how leadership styles and student government effectiveness within this setting have both theoretical and practical significance.

Objectives: This study seeks to examine both countries' student government effectiveness and leadership styles, and determine the level of leadership styles among two countries' student leaders, and effectiveness in comparison to the two countries.

Methods: Examining the relationship between leadership styles and students' government effectiveness in two Asian countries, a cross-sectional research design was employed in this study. 200 students from both public and private institutions were invited to participate in the study. A structured survey questionnaire was used in collecting data.

Results: Laissez-faire leadership was the least present among student leaders, while the most evident was the transactional leadership style among higher education institutions in both countries. Composite reliability values range from 0.923 to 0.980 of Cronbach's alpha, indicating a strong internal consistency of the measurement model. The most significant predictor of student government effectiveness was transactional leadership with the value of ($\beta = 0.613$, $t = 7.979$, $p < 0.001$).

Conclusion: The most influential predictor of effectiveness among student leaders in both the Philippines and India is transactional leadership. The relationship between leadership styles and student government effectiveness in the Philippines and India shows no significant cross-country differences. It highlights the relative universality of leadership effective mechanisms from two Asian countries by comparative insights of cross-cultural leadership.

Keywords: *leadership styles, transactional leadership, transformational leadership, laissez-faire leadership, student government effectiveness, PLS-SEM, cross-cultural analysis.*

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The Moderating Effect of Sex in the Relationship Between Physical Activity Motivation and Physical Activity Engagement

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Abstract

Introduction: Motivation is vital in maintaining students' involvement in Physical Education (PE) classes and participation in physical activities (PA). Confident students who are motivated with respect to their skills tend to participate more often. It means that motivational factors play a significant role in engagement in physical activities. Encouragement of PA is an important priority in terms of both academic context and public health concerns that ensure health throughout people's lives.

Objectives: The purpose was to explore the moderation effect of sex on the relationship between physical activity motivation and engagement of 500 higher education students in Region XII.

Data Sources: Participants were selected randomly from 8 private institutions within the academic period of 2025–2026 through stratified random sampling. Measurement tools included PALMS and LAPS scales analyzed through bootstrap resampling technique.

Conclusion: As seen, motivation was highly correlated with engagement ($r = 0.915$, $p < .001$) and was responsible for 77.7% of variance ($R^2 = 0.777$). Physical Condition (Mean = 3.74) and Mastery (Mean = 3.65) proved to be the most influential areas. The moderation effect of sex was insignificant ($\beta = -0.053$, $p = 0.172$).

Implications: Considering the gender neutral character of motivation and engagement in physical activities, it is recommended to reorient Physical Education classes towards HRF model and autonomy support techniques rather than ego-involving approach. Quality facilities should be offered to everyone to maintain lifelong PA.

Keywords: *physical activity motivation, physical activity engagement, bootstrap resampling, Physical Education*

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Artificial Intelligence in Higher Education: Students' AI use on Academic Task, Study Habits, Classroom Engagement, and Academic Output Quality

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Abstract

Introduction: The integration of Artificial Intelligence (AI) tools in academic settings has become common, but the impact on students' academic behaviors remains under-explored. This study investigates the use of AI tools for academic tasks, study habits, classroom engagement, and academic output quality among private school students.

Objectives: The main objective of this study was to know the students' AI use in their academic behaviors, focusing on differences based on sex, year level and time spent using AI.

Methods: This study employed an exploratory sequential mixed-methods design, beginning with a systematic review of existing literature to develop an adapted survey instrument, followed by the administration of a survey. The respondents comprised of 351 college students, with data collected through a questionnaire measuring AI use across four domains. Statistical analysis, T-test and One-way Anova to measure significant differences among single and multiple variables. Exploratory Factor Analysis (EFA) and reliability testing was conducted to check the reliability and factor loadings of the adapted instrument.

Results: The findings revealed that male students and third-year students were using more AI tools compared to female and first- or second-year students, respectively. AI was most frequently used for brainstorming, summarizing, and accelerating assignment completion. But overall, students reported a neutral or inconsistent use of AI on their study habits, classroom engagement, and academic output quality.

Conclusion: It has been found out in this research that the academic behaviors of the students where the research was conducted is in Neutral or inconsistent level, however data showed that the higher level the students goes to their program the more they rely to AI use, as well as male students relied more to AI that female students but the amount of time they spent on AI did not show any significance in this research. The adapted research instrument showed a very high Cronbach and McDonald's alpha as well as a high factor loadings in each indicator.

Keywords: *AI in Education, Exploratory Sequential Mix-Method, Study Habits, Classroom Engagement, Academic Output Quality*

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Analyzing Students' Attitude Towards Digital Tools in Physical Activity Towards Health and Fitness (PATHFit) Using Technology Acceptance Model

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Abstract

Introduction: Physical Activity Towards Health and Fitness is a new curriculum in physical education in the Philippines. Multiple studies revealed that digital tools have seen a potential impact in elevating the instruction in physical education. However, there is still a remaining significant gap on how to determine digital tools acceptance within the newly implemented curriculum of the said subject.

Objectives: This study aimed to analyze students' attitude toward digital tools using TAM, particularly focusing on perceived usefulness and ease of use, and its influence on the affective, behavioral, and cognitive components.

Methods: A quantitative, descriptive-correlational design was employed involving 483 PATHFit students selected through a clustered random sampling. Data were collected using a 5-point Likert Scale questionnaire adapted from Davis (1989), and Acosta-Enriquez et al. (2024). Data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM).

Results: The findings revealed that both perceived usefulness ($\beta = 0.346$, $p < 0.000$) and perceived ease of use ($\beta = 0.390$, $p < 0.000$) significantly influenced students' attitudes, which in turn strongly predicted the affective ($\beta = 0.805$), behavioral ($\beta = 0.737$), and cognitive ($\beta = 0.716$) components of attitude. Affective attitude obtained the highest predictive power. The model explained 49.2% of the variance in attitude, demonstrating moderate explanatory power.

Conclusion: The results revealed that both perceived usefulness and ease of use significantly influence students' attitude. Particularly, attitude was found to be a strong predictor of students' affective, cognitive, and behavioral component, with affective having the highest predicting power. This supports the applicability of TAM in the newly implemented physical education program.

Keywords: *Students' Attitude, Physical Activity for Health and Fitness, Digital Tools, Digital Tools, Technology Acceptance Model*

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Students' Attitudes Toward Physical Education and Their Engagement: The Moderating Role of Sex

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Abstract

Introduction: Physical Education (PE) plays a vital role in promoting students' physical, social, and psychological well-being in higher education. However, student engagement in PE classes remains a concern, as participation is often influenced not only by physical ability but also by students' attitudes toward the subject. While previous studies suggest that positive attitudes enhance engagement, limited research has examined this relationship within the Philippine higher education context, particularly considering the moderating role of sex.

Objectives: This study aimed to examine the relationship between students' attitudes toward Physical Education and their engagement in PE classes, and to determine whether sex significantly moderates this relationship among college students.

Methods: A quantitative, non-experimental, descriptive–correlational design using a cross-sectional survey approach was employed. A total of 500 college students enrolled in Physical Education courses from selected private higher education institutions in Tagum City, Davao del Norte, Philippines, participated in the study using stratified random sampling. Data were collected using validated instruments, namely the Physical Education Attitude Scale (PEAS) and the Student Engagement in Schools Questionnaire (SESQ). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS, including measurement model evaluation (reliability and validity) and structural model analysis for hypothesis testing.

Results: The measurement model demonstrated strong reliability and validity, with Cronbach's alpha values ranging from 0.729 to 0.985, composite reliability values above 0.70, and AVE values exceeding 0.50. Structural model results revealed that students' attitudes toward Physical Education significantly predicted student engagement ($\beta = 0.311$, $p < 0.001$). However, sex did not significantly moderate the relationship between attitude and engagement ($\beta = 0.033$, $p = 0.707$). The model explained 10.9% of the variance in student engagement ($R^2 = 0.109$), indicating that while attitude is a significant predictor, other factors also contribute to engagement.

Keywords: *Physical Education; Student Attitudes; Student Engagement; Moderation Analysis; Higher Education*

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Islamic Coping Values and Psychological Well-Being among Muslim Women in Late Adolescences

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Abstract

Introduction: Mental health concerns among university students continue to increase, particularly among individuals navigating academic and personal challenges. In Muslim communities, religious coping has been recognized as a meaningful resource that supports psychological well-being. Islamic coping values, including sabr (patience), tawakkul (trust in Allah), and engagement in spiritual coping values directly influence psychological well-being, especially in the Philippine context.

Objectives: This study aimed to examine the influence of Islamic coping values on psychological practices, providing individuals with structured ways of managing stress. However, limited empirical studies have examined how these well-being among Muslim students. Specifically, it sought to determine the levels of Islamic coping values and psychological well-being, and to assess whether Islamic coping values significantly predict psychological well-being.

Methods: A quantitative correlational research design was employed, involving 350 respondents. Data were collected using structured questionnaires measuring Islamic coping values and psychological well-being based on Ryff's model of psychological well-being. Reliability analysis indicated excellent internal consistency for both instruments ($\alpha = 0.979$ for Islamic coping values; $\alpha = 0.971$ for psychological well-being). Data were analyzed using descriptive statistics and linear regression analysis.

Results: The findings revealed that Islamic coping values ($M = 4.15$, $SD = 0.932$) and psychological well-being ($M = 3.92$, $SD = 0.925$) were at high levels. Regression analysis showed that Islamic coping values significantly predicted psychological well-being ($\beta = 0.908$, $p < .001$), explaining 84.4% of the variance ($R^2 = 0.844$). In contrast, demographic variables such as age and year level were not significant predictors.

Conclusion: The study concludes that Islamic coping values have a strong and significant influence on psychological well-being among respondents. Strengthening faith-based coping mechanisms may enhance individuals' resilience and overall psychological functioning. These findings highlight the importance of integrating Islamic values into mental health interventions and educational programs to promote holistic well-being.

Keywords: *Islamic Coping Values; Psychological Well-Being; Sabr; Tawakkul; Spiritual Practices; Muslim Women Students; Quantitative Correlational Study*

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Digital Stress, Academic Stress, and Emotion Regulation Difficulties as Predictors of Burnout among Generation Z College Students of Surigao del Norte State University

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Abstract

Introduction: College students in Generation Z are experiencing more burnout, and this is mostly because they have to work more in school, spend more time online, and have problems controlling their emotions. While these factors are linked to student well-being, their combined and individual effects on burnout have not been studied enough.

Objectives: This study aimed to examine how digital stress, perceived academic stress, and difficulties in regulating emotions predicted burnout in Generation Z college students.

Methods: A quantitative cross-sectional design was utilized. Standardized self-report tools were used to collect data from 418 undergraduate students through an online survey platform. Descriptive statistics and multiple linear regression analysis were analyzed through Jamovi software.

Results: The findings indicated that students encountered moderate levels of digital stress, high levels of academic stress, moderate to high levels of emotion regulation difficulties, and high levels of burnout. The regression model was statistically significant, $F(3, 414) = 187.00$, $p < .001$, explained 57.5% of the variation in burnout ($R^2 = .575$). Emotion regulation difficulties were identified as the most significant predictor ($\beta = .617$, $p < .001$), succeeded by perceived academic stress ($\beta = .129$, $p = .001$) and digital stress ($\beta = .121$, $p = .003$).

Conclusion: The results suggest that both academic and digital demands may lead to burnout. Conversely, college students of Generation Z experience exacerbated burnout due to difficulties in emotional regulation. These observations suggest that bolstering emotional coping mechanisms, in conjunction with alleviating academic and digital stressors, is essential for reducing the likelihood of burnout and informing student support programs within the context of higher education.

Keywords: *Digital Stress, Academic Stress, Emotion Regulation Difficulties, Burnout, Generation Z, College Students, Higher Education*

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The Mediating Effect of Sleep Quality in the Relationship Between Perceived Stress and Burnout Among University Students

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Abstract

Introduction: Academic demands in higher education have increasingly contributed to psychological strain among university students, often manifesting in stress, sleep disturbances, and burnout. Within the Job Demands–Resources (JD-R) framework, sleep quality is conceptualized as a critical recovery resource that may explain how stress translates into burnout. However, limited studies have empirically examined the mediating role of sleep quality in this relationship.

Objectives: This study aimed to examine the levels of perceived stress, sleep quality, and burnout among university students and to determine whether sleep quality significantly mediates the relationship between perceived stress and burnout.

Methods: A quantitative, cross-sectional research design was employed. Data were collected from university student participants using standardized self-report instruments, including the Perceived Stress Scale -10 (PSS10), Pittsburgh Sleep Quality Index (PSQI), and Burnout Assessment Tool (BAT). Descriptive statistics, correlation analysis, and mediation analysis were conducted to examine relationships among variables.

Results: Findings revealed that students experienced moderate levels of perceived stress, sleep disturbances, and burnout, with exhaustion emerging as the most prominent dimension. Perceived stress was significantly associated with poorer sleep quality, and sleep quality was significantly related to higher burnout levels. However, perceived stress did not have a statistically significant direct effect on burnout. Mediation analysis demonstrated that sleep quality significantly mediated the relationship between perceived stress and burnout.

Conclusion: The findings support a resource-mediated pathway within the JD-R framework, indicating that the impact of stress on burnout operates through the disruption of sleep quality. These results underscore the importance of strengthening recovery processes, particularly sleep quality, as a key strategy for reducing burnout and promoting student well-being in higher education.

Keywords: *Perceived stress; sleep quality; burnout; Job Demands-Resources model; recovery processes*

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Instructional Leadership of DepEd Teachers: A Convergent Parallel Mixed-Methods Study on Academic Performance of Both Elementary and High School Students

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Abstract

Introduction: Instructional leadership plays a crucial role in improving teaching practices and supporting student learning in schools. Master Teachers, as instructional leaders, are expected to guide, mentor, and support teachers; however, their effectiveness may be influenced by various contextual factors and challenges within the school environment.

Objectives: The study examined how Master Teachers' instructional leadership practices relate to students' academic performance, including key factors, experiences, challenges, and how qualitative insights enhance the quantitative findings.

Methods: A convergent parallel mixed-method design was employed. Quantitative data were collected through a survey measuring instructional leadership practices, while qualitative data were gathered through open-ended responses describing Master Teachers' experiences and challenges. Descriptive statistics and Spearman rho correlation were used for quantitative analysis, while thematic analysis was applied to qualitative data.

Results: Findings revealed that Master Teachers demonstrated a very high level of instructional leadership across all domains, particularly in feedback, professional development, and maintaining visible presence. However, the relationship between instructional leadership and academic performance was found to be not significant ($r = 0.045$, $p = 0.583$). Qualitative results identified key themes, including supportive school culture, administrative support, and professional collaboration as enabling factors, while workload, limited resources, time constraints, and resistance to change were identified as challenges.

Conclusion: The study concludes that although Master Teachers exhibit strong instructional leadership practices, these do not directly translate into improved academic performance. This suggests that student outcomes are influenced by multiple factors beyond instructional leadership. Strengthening support systems, improving resource allocation, and addressing workload and time constraints are essential to enhance the effectiveness of instructional leadership.

Keywords: *Instructional Leadership; Master Teachers; Academic Performance; Mixed-Method; Thematic Analysis; School Leadership*

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Enhancing Well-Being and Reducing Stress in Deaf Young Adults: A Pilot Positive Psychology Intervention in Filipino Sign Language

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Abstract

Introduction: Deaf individuals encounter significant psychological distress due to communication barriers, sociolinguistic deprivation, and limited access to culturally competent mental health services. Despite these challenges, empirically evaluated mental health interventions specifically designed for Deaf populations remain limited, particularly within the Philippine context.

Objectives: This research aimed to evaluate the feasibility and preliminary effectiveness of Lusog-Isip, a pilot positive psychology intervention delivered in Filipino Sign Language (FSL), in improving well-being and reducing perceived stress among Deaf young adults.

Methods: The study utilized an embedded mixed-methods design. Quantitative outcomes were measured using pre-test and post-test administrations of the PERMA Profiler and the Perceived Stress Scale-10 (PSS-10), both of which were adapted into FSL through forward-translation, back-translation, and expert review. Qualitative data were gathered through participant feedback forms and reflection handouts, likewise adapted into FSL, with informed consent duly obtained from all participants. Lusog-Isip consisted of a one-hour psychoeducational session and five days of applied techniques, including savoring and character strengths.

Results: Quantitative results indicated a statistically significant reduction in perceived stress ($t(17.0) = 3.81, p = .001, d = 0.898$), representing a large effect size. Significant improvements were also observed in overall well-being ($t(14.0) = -2.37, p = .033, d = -0.611$) and in the Accomplishment domain ($t(14.0) = -2.33, p = .035, d = -0.602$) of the PERMA model, both yielding medium effect sizes. However, the Relationship domain did not show a statistically significant improvement ($W = 27.0, p = .206, rB = -0.407$). While positive trends were observed in the domains of Positive Emotions ($p = .067$) and Meaning ($p = .125$), these did not also reach statistical significance. Qualitative findings revealed common themes of emotional transformation, empowerment through coping skills, and enhanced self-awareness.

Conclusion: These findings provide preliminary evidence that brief, linguistically accessible interventions are feasible, effective and beneficial for this population. The study offers vital pilot data for developing culturally grounded Deaf counseling protocols and underscores the importance of linguistic accessibility in mental health service delivery. However, results should be interpreted with caution given the absence of a control group and the short duration of the intervention.

Keywords: Deaf mental health, Filipino Sign Language, positive psychology, PERMA, stress reduction, linguistic accessibility.

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Organizational Commitment and Financial Well-Being as Predictors of Job Satisfaction Among Teachers in the Department of Education

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Abstract

Introduction: Teacher job satisfaction plays an important role in educational quality, retention and student outcomes in public school systems. While many studies have explored organizational factors, there is still limited empirical evidence comparing the predictive influence of organizational commitment and financial well-being among Department of Education teachers across different regions in the Philippines.

Objectives: This study examined organizational commitment and financial well-being as predictors of job satisfaction among public school teachers. It specifically aimed to determine how these variables when combined influence professional satisfaction using a descriptive-correlational design.

Methods: A quantitative approach was used to survey 200 public school teachers from the Davao Region, Region XII and selected areas in the Visayas. Validated instruments were utilized to measure organizational commitment (adapted from Thien et al., 2014) financial well-being (Abrantes-Braga & Veludo-de-Oliveira, 2019) and teacher job satisfaction (Eryilmaz et al., 2025). Multiple regression analysis was applied to examine predictive relationships and reliability was confirmed using Cronbach's alpha ($\alpha = 0.747\text{--}0.929$).

Results: The findings showed that teachers reported moderate to high levels of organizational commitment ($M = 4.02$, $SD = 0.686$) moderate financial well-being ($M = 3.15$, $SD = 0.689$) and moderate job satisfaction ($M = 3.68$, $SD = 0.443$). The regression model significantly predicted job satisfaction [$R^2 = 0.188$, $F(2,199) = 23.1$, $p < .001$]. Organizational commitment was found to be a strong predictor ($\beta = 0.405$, $p < .001$) while financial well-being did not show a significant effect ($\beta = 0.068$, $p = .317$).

Conclusion: The results suggest that organizational commitment is a stronger factor in shaping teacher job satisfaction compared to financial well-being. This indicates that strengthening teachers' sense of connection and involvement in their schools may be more effective in improving retention and performance.

Keywords: *organizational commitment, financial well-being, teacher job satisfaction, Department of Education, multiple regression, public school teachers, teacher retention*

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PHYSICEXPLORE: An Embedded Mixed Methods Study on the Effect of a Reading-Focused Web-Based Instructional Intervention in Physics among Senior High School Students.

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Abstract

Introduction: Difficulties in physics learning among senior high school students are often associated with challenges in understanding complex scientific texts and representations, which hinder the development of conceptual understanding.

Objectives: In response to this issue, this study examined the efficacy of PHYSICEXPLORE, a reading-focused web-based instructional intervention, in improving students' conceptual understanding of physics at Notre Dame of Dadiangas University. Anchored in Multimedia Learning Theory, the intervention utilized a Google Sites-based platform integrating guided readings, online handouts, flashcards, and interactive simulations to support meaningful learning.

Methods: An embedded mixed methods design was employed, wherein the quantitative phase used a pretest–posttest non-equivalent group design involving 70 students, with 35 assigned to the experimental group and 35 to the control group. The intervention was implemented over two weeks with two sessions per week, during which the experimental group used the PHYSICEXPLORE platform during classroom instruction and independent learning, while the control group received traditional teacher-led instruction. A 40-item conceptual understanding test was administered as both pretest and posttest.

Results: Results revealed that the experimental group obtained a higher posttest mean score ($M = 30.43$, $SD = 8.62$) compared to the control group ($M = 24.00$, $SD = 6.33$), with a statistically significant difference, $t(67) = -3.984$, $p < .001$, and a mean difference of 6.43 points. The experimental group also demonstrated greater mean gain (6.03; 24.71% increase) compared to the control group (3.29; 15.89% increase), indicating the efficacy of the intervention in enhancing conceptual understanding. The qualitative findings further showed that the integration of guided readings and interactive simulations enhanced students' comprehension of abstract physics concepts and increased engagement in learning.

Conclusion: Overall, the study concludes that reading-focused multimedia instructional environments are effective in improving conceptual understanding in physics and provide a meaningful approach to integrating literacy and technology in science education.

Keywords: *Embedded Mixed Methods; Web-Based Instructional Intervention; Physics Conceptual Understanding; Disciplinary Literacy; Multimedia Learning Theory; Senior High School Physics*

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ALITech: An Embedded Mixed Methods Study on AI-Assisted Language Instruction for Technical Writing among Junior High School STE Students

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Abstract

Introduction: Junior high school Science, Technology, and Engineering (STE) students often demonstrate strong analytical skills but experience difficulty in technical writing, particularly in grammar, sentence clarity, and organization of ideas. AI-assisted language instruction provides immediate feedback that supports improvement in these areas.

Objectives: This study aimed to (1) assess the technical writing performance of junior high school STE students in grammar accuracy, sentence clarity, organization of ideas, and vocabulary use; (2) examine the use of AI-assisted instruction in technical writing; and (3) identify AI-assisted features perceived as helpful in writing tasks.

Methods: A quasi-experimental pretest–posttest non-equivalent groups design was employed involving junior high school STE students from General Santos City National High School. The experimental group used AI-assisted writing tools. Writing performance was assessed using a rubric covering grammar accuracy, sentence clarity, organization of ideas, and vocabulary use. Student perceptions were collected using a Likert-scale survey.

Results: Writing performance increased from 74.93% (Proficient) to 87.71% (Excellent). Sentence clarity increased from 59.43% to 82.86%, organization of ideas from 59.43% to 80.57%, vocabulary use from 51.40% to 84.57%, and grammar accuracy from 61.00% to 77.14%. Students reported using AI tools to correct errors, revise sentences, and organize ideas.

Conclusion: AI-assisted instruction improved grammar accuracy, sentence clarity, organization of ideas, and vocabulary use by supporting revision and providing direct feedback in technical writing tasks.

Keywords: *AI-assisted instruction, technical writing, STE students, writing proficiency, educational technology*

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AGHAManipula: An Embedded Mixed Methods Study on the Use of a Filipino-Translated Physics Module as an Instructional Intervention for Senior High School Students

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Abstract

Introduction: Difficulties in Physics learning among Senior High School students are often associated with challenges in understanding abstract concepts and scientific terminology, which affect students' conceptual understanding. In multilingual contexts such as the Philippines, the use of English as the primary medium of instruction may further limit students' comprehension of complex scientific ideas. This study examined the efficacy of AGHAManipula, a Filipino-translated Physics module, as an instructional intervention in improving students' conceptual understanding and academic performance.

Objectives: The study employed an embedded mixed methods design using a quasi-experimental pretest–posttest non-equivalent group design and a descriptive qualitative approach.

Methods: Seventy Grade 12 STEM students enrolled in Physics 2 were divided into a Core Group that received English-only instruction and an Experimental Group that used the Filipino-translated module during discussions on Coulomb's Law and capacitors. A researcher-developed test was used as both pretest and posttest, while qualitative data were gathered through focus group discussions.

Results: Results showed that the experimental group obtained a higher posttest mean score ($M = 30.43$, $SD = 8.62$) compared to the control group ($M = 24.00$, $SD = 6.33$), with a statistically significant difference, $t(67) = -3.984$, $p < .001$. The experimental group also showed greater improvement in mean gain (6.03; 24.71%) than the control group (3.29; 15.89%). Qualitative findings revealed that the use of Filipino improved students' understanding, confidence, and engagement, while also highlighting challenges in unfamiliar terminology and a preference for bilingual support.

Conclusion: The study concludes that the Filipino-translated Physics module is an effective instructional intervention that enhances students' conceptual understanding and academic performance. The findings further suggest that while Filipino improves clarity and engagement, integrating bilingual or Translanguaging approaches may better address challenges in scientific terminology and support more effective Physics learning.

Keywords: *Filipino-translated Physics module; Physics education; medium of instruction; translanguaging; conceptual understanding; STEM education; embedded mixed method*

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CogniSpace: An Embedded Mixed Methods Study on Website-Based Learning Support for Knowledge Retention in Physics among Senior High School Students

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Abstract

Introduction: The increasing integration of digital learning platforms in science education has highlighted the need for innovative tools that enhance students' conceptual understanding and knowledge retention, particularly in Physics. Despite the availability of various educational technologies, there remains a need for structured, multi-component platforms that integrate retrieval practices, self-paced learning, and interactive features to support meaningful learning among Senior High School students.

Objectives: This study aimed to examine the efficacy of CogniSpace, a web-based instructional platform, in improving students' knowledge retention in Physics and to explore their learning experiences using the platform.

Methods: An embedded mixed methods design was employed, wherein the quantitative phase served as the primary strand and the qualitative phase provided supporting insights. For the first phase; A quasi-experimental approach was utilized involving two groups of Senior High School STEM students: a treatment group exposed to the CogniSpace intervention and a control group receiving conventional instruction. Both groups underwent pretest and posttest assessments to measure knowledge retention. A paired samples t-test was used to determine significant differences in scores. For the second phase, a subset of participants from the treatment group was purposely selected to participate in a Focus Group Discussion (FGD). Data were analyzed using Braun and Clarke's thematic analysis.

Results: In the first phase, results revealed that the experimental group obtained a higher posttest mean score ($M = 30.43$, $SD = 8.62$) compared to the control group ($M = 24.00$, $SD = 6.33$), with a statistically significant difference, $t(67) = -3.984$, $p < .001$, and a mean difference of 6.43 points. The experimental group also demonstrated greater mean gain (6.03; 24.71% increase) compared to the control group (3.29; 15.89% increase), indicating the efficacy of the intervention in enhancing conceptual understanding. To further support the results obtained from the first phase, the qualitative findings showed that CogniSpace enhanced learning through its assistive and user-friendly design, retrieval-based features such as flipcards and quizzes, and support for independent and self-paced learning. Additionally, the platform promoted higher-order thinking skills and engagement, although participants suggested improvements in terms of additional features and interactivity.

Conclusion: CogniSpace is an effective instructional tool that enhances both knowledge retention and learning experiences in Physics. Its multi-component design, integrating retrieval practice and learner-centered features, contributes to meaningful and sustained learning. The platform may serve as a valuable resource for improving science instruction and supporting digital learning initiatives in secondary education.

Keywords: *Digital Stress, Academic Stress, Emotion Regulation Difficulties, Burnout, Generation Z, College Students, Higher Education*

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