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The effect of time management on teachers' administrative task in San Jose North District

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Abstract

This study used a mixed-methods approach to examine teachers' administrative tasks and time management strategies in the San Jose North District. The data were collected from 140 teachers of 22 different elementary schools in the San Jose North District. To analyze the data in the qualitative phase, thematic analysis was applied, while the quantitative data answered the descriptive problems, which were processed by the statistical software SPSS version 26. For inferential problems, the PLS-SEM was used, and results were generated by WarpPLS version 7.0. Findings revealed that teachers handle various administrative responsibilities categorized into program management, records management, and financial management. Teachers employed prioritization, scheduled planning, and collaboration to balance these tasks with teaching, demonstrating strong time management skills. A significant relationship was found between administrative tasks and time management, particularly in program and records management, with scheduled planning having the most decisive influence. These findings highlight the need for structured strategies to support teachers in managing their dual roles efficiently. In collaboration with the LGU and DOLE, this study recommends that DepEd Occidental Mindoro develop and implement a comprehensive training program to enhance teachers' time management skills and introduce digital tools that streamline administrative tasks. To ensure the action plan's success, the school recommends incorporating regular coaching and mentoring sessions where experienced educators or mentors can provide personalized guidance and feedback. These sessions will help teachers refine their time management strategies and improve their teaching practices, boosting their proficiency and confidence in managing multiple responsibilities effectively.

Keywords: administrative tasks, teachers' time management, program management, records management, financial management

The effect of time management on teachers' administrative task in San Jose North District

1. Introduction

In recent years, there has been a growing concern over the increasing administrative workload placed on public school teachers in the Philippines (Tarraya, 2023). These non-instructional duties—from paperwork to coordination of extracurricular activities—have significantly encroached upon the time meant for lesson planning, classroom instruction, and student engagement. Recognizing the adverse impact of this burden on the quality of education, the Department of Education (DepEd) has taken a critical step by issuing DepEd Order No. 2, s. 2024 and DepEd Order No. 5, s. 2024. These policy directives signal a strategic shift toward refocusing teachers' roles on their core instructional functions.

DepEd Order No. 2, s. 2024, titled *“Immediate Removal of Administrative Tasks of Public School Teachers,”* mandates the prompt alleviation of selected administrative responsibilities from teachers. This move is intended to reduce work-related stress and enhance job satisfaction, enabling teachers to redirect their time and energy toward instructional improvement and student engagement. On the other hand, DepEd Order No. 5, s. 2024, titled *“Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload,”* complements this directive by addressing workload balance. It aims to ensure equitable distribution of tasks among educators and introduces mechanisms for compensating those who shoulder duties beyond their teaching load, including extracurricular and committee involvement. Despite these promising reforms, questions remain about their practical implementation and impact at the grassroots level. In particular, how these policy changes influence teachers' time management remains an area worthy of empirical exploration.

This study focuses on teachers in the San Jose North District and aims to investigate the real-world implications of DepEd Orders No. 2 and No. 5, s. 2024. Specifically, the research seeks to understand how the removal of administrative tasks and the rationalization of workload affect teachers' ability to manage their time efficiently. By evaluating these policies' effectiveness, the study intends to contribute insights that could guide further refinement of workload-related reforms in the education sector.

Statement of the Problem - This study aims to determine the relationship between administrative tasks and teachers' time management in the San Jose North District. It specifically addresses the following research questions: 1. What administrative tasks are commonly performed by teachers in the San Jose North District? 2. How do teachers manage their time between teaching responsibilities and administrative tasks effectively? 3. What is the level of administrative tasks among teachers in terms of program management, records management, and financial management? 4. What is the level of time management among teachers in terms of prioritization of tasks, scheduled planning, and collaboration? 5. Is there a significant relationship between the teachers' administrative tasks and their time management? 6. What plan of action can be proposed to improve teachers' time management and address the challenges posed by administrative tasks?

Significance of the Study - This study is significant to multiple stakeholders within the education sector. For teachers, it provides insights into how administrative tasks affect time management and offers strategies for improving efficiency. Head and master teachers can use the findings to support staff by streamlining or delegating non-teaching duties. Students benefit indirectly, as reduced administrative burdens on teachers lead to better instruction and engagement. Parents can gain a clearer understanding of the pressures teachers face, potentially fostering stronger collaboration. Education supervisors and school administrators can use the results to evaluate workload distribution and implement supportive measures aligned with DepEd Orders Nos. 2 and 5, s. 2024. For DepEd Occidental Mindoro and LGU San Jose, the findings offer evidence for policy and resource decisions that enhance teacher effectiveness. DOLE may find the valuable study in shaping labor policies that address

workload-related stress. Lastly, future researchers can further use this study to investigate teacher workload and time management.

Scope and Delimitation of the Study - This study focused on assessing the impact of administrative tasks on the time management of public elementary school teachers in the San Jose North District, San Jose, Occidental Mindoro. A total of 22 elementary schools within the district participated. The research used a mixed-methods approach, combining surveys and interviews to collect data on teachers' administrative responsibilities—specifically in program management, records management, and financial management—and how these influence their time management practices. The study was delimited to elementary schools within the district and did not cover secondary schools or other regions. Additionally, it focused solely on the relationship between administrative tasks and time management, excluding other possible factors such as student performance or teacher well-being. The study was done from August 2024 to March 2025.

2. Methodology

Research Design - This study employed an exploratory sequential mixed-methods design to determine the time management challenges and the effects of administrative tasks on public elementary school teachers in the San Jose North District. The qualitative phase was conducted first using in-depth interviews, followed by the quantitative phase using a survey questionnaire. This design allowed for a broad analysis of trends and understanding of individual teacher experiences.

Respondents of the Study - For the qualitative phase, 11 teachers were purposively selected based on their significant administrative responsibilities or teaching overload. These teachers were interviewed to gain deeper insights into how they managed administrative tasks and their time. Additionally, 30 teachers from other districts participated in the reliability testing of the survey instrument, but they were not included in the final data collection. Moreover, the study involved 140 public elementary school teachers from 22 San Jose North District schools, selected through a simple random sampling method for the quantitative phase. The respondents were proportionally distributed across the schools, corresponding to the total number of teachers in each school.

Research Instrument - For the qualitative phase, the researcher used interview guide questions to determine teachers' administrative tasks and how teachers in the San Jose North District manage their time to effectively balance teaching responsibilities and administrative tasks. For the quantitative phase, the primary research instrument was a researcher-made questionnaire comprising 36 items divided into three sections: administrative workload, time management practices, and perceptions of DepEd Memoranda No. 2 and No. 5, s. 2024. Responses were measured on a five-point Likert scale, ranging from "Strongly Agree" (5) to "Disagree" (1). The questionnaire was validated through expert review, ensuring the items were relevant and precise. It was reliability-tested with a sample of 30 teachers using the split-half method and the Spearman-Brown formula, which yielded high-reliability coefficients ranging from 0.848 to 0.934 for the sub-variables. This ensured the instrument was consistent and valid for measuring the relationship between administrative tasks and time management. The final survey was administered to 140 teachers for data collection.

Data Gathering Procedure - The researcher presented a request letter and sought permission from the district supervisor and school administrators to conduct the study. Once approval was obtained, the researcher collected the data personally at intervals of about one week to distribute and collect the surveys. During this time, the researcher upheld ethical principles by securing informed consent from participants and protecting their confidentiality. All gathered data were meticulously arranged, securely stored, and scrutinized using appropriate statistical and thematic techniques to uncover patterns and connections. This methodical strategy within the specified period is intended to generate trustworthy and significant outcomes regarding the impact of time management on teachers' administrative duties in the district.

Statistical Treatment of the Data - The study utilized both qualitative and quantitative approaches to analyze the collected data. For the qualitative data, responses from in-depth interviews were processed through thematic

analysis, involving recording, transcription, tabulation, and coding to identify emerging themes. Thematic maps were developed to illustrate the evolution of themes from initial codes to final categories. For the quantitative data, analysis was performed using SPSS version 26. Weighted means and rankings were computed to assess the levels of administrative workload and time management practices. Responses were measured using a five-point Likert scale, with descriptive ranges from Very Low (1.00–1.49) to Very High (4.50–5.00). To test the research hypotheses, the study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using WarpPLS version 7.0. This advanced statistical technique assessed relationships between the independent variable (administrative tasks) and the dependent variable (teachers' time management), including their respective sub-variables. The strength of relationships was interpreted based on effect size values (β), categorized as small (0.02), medium (0.15), or large (0.30) effects.

Ethical Considerations - The study strictly followed ethical research standards. Permission to conduct the research was obtained from the district supervisor and school principals in the San Jose North District, ensuring administrative approval and transparency. All participants were informed of the study's objectives, procedures, and their right to voluntarily participate or withdraw without any negative consequences. To protect participants' privacy, confidentiality was maintained throughout the process; data were securely stored and used solely for academic purposes. The research also upheld academic integrity by adhering to the APA citation style, and findings were reported honestly to avoid misrepresentation. The study ensured no harm to any participant, aligning with ethical standards for responsible educational research.

3. Results and Discussions.

Responses to the qualitative problem have been analyzed through thematic analysis. Recording, transcription, tabulation, and coding were undertaken to extract the themes. The initial thematic map in Fig. 1 shows the sub-themes drawn in the rectangle. The program management, records management, and financial management are described from the statements provided by the participants. These findings align with prior research emphasizing the importance of structured program administration and financial oversight in organizational and educational settings (Berkat et al., 2024).

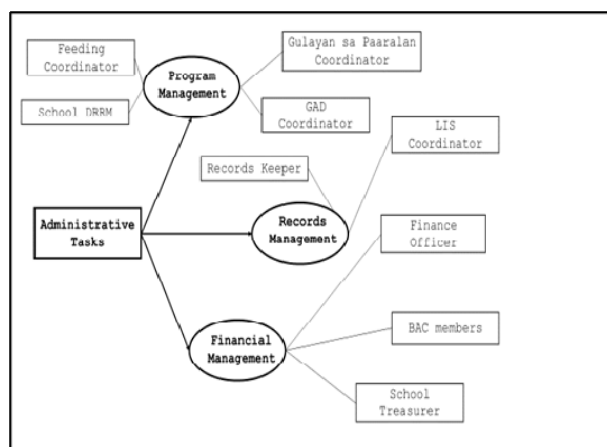


Figure 1. Initial Thematic Map

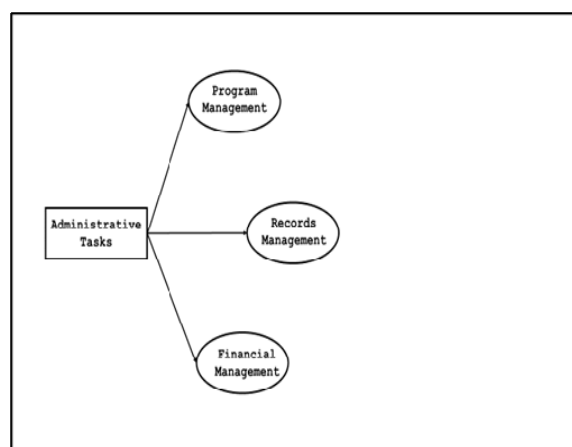


Figure 2. Final Thematic Map for Administrative Tasks

Qualitative data were gathered through interviews with 11 teachers from selected San Jose North District schools. Based on the data collected, there were administrative tasks performed by teachers and presented through a thematic map in Figure 1. These tasks included feeding coordinator, school DRRM, *gulayan sa paaralan* coordinator, GAD coordinator, records keeper, Learner Information System coordinator, finance officer, BAC members, and school treasurer. To systematically analyze these tasks, three sub-variables of administrative tasks were categorized into program management (feeding coordinator, school DRRM, *gulayan sa paaralan* coordinator, and GAD coordinator), records management (records keeper and LIS coordinator), and financial

management (finance officer, BAC members, and school treasurer). After the descriptions were categorized, the final thematic map, as reflected in Figure 2, reveals three sub-variables of teachers' administrative tasks in the San Jose North District. The final themes are presented in semi-circular figures. These include program management, records management, and financial management.

The thematic map diagram for time management is shown in Fig. 5, showing the sub-themes drawn in rectangles. The statements provided by the participants describe the prioritization of tasks, scheduled planning, and collaboration. These sub-themes—prioritization of tasks, scheduled planning, and collaboration—align with previous studies emphasizing the significance of structured time management strategies in enhancing productivity and efficiency (Adams & Blair, 2019). These themes were categorized based on the statements provided by the participants, reflecting their perspectives on effective time management practices. Qualitative data were gathered through interviews with 11 teachers from selected San Jose North District schools. Based on the data collected, teachers employ time management strategies to balance their teaching responsibilities and administrative tasks. These strategies were presented through a thematic map in Figure 4 and categorized into three sub-variables of time management.

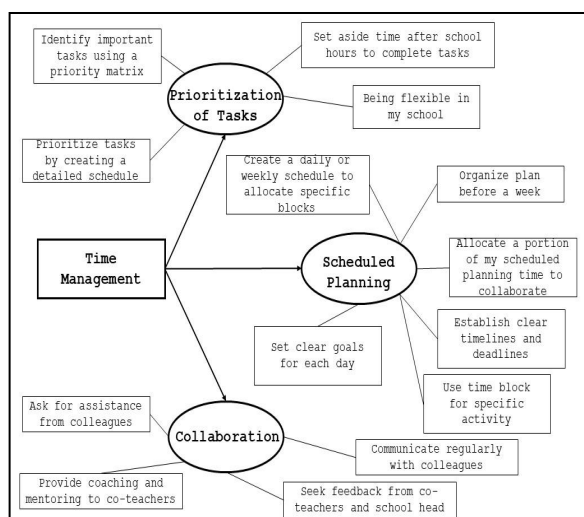


Figure 3. Initial Thematic Map

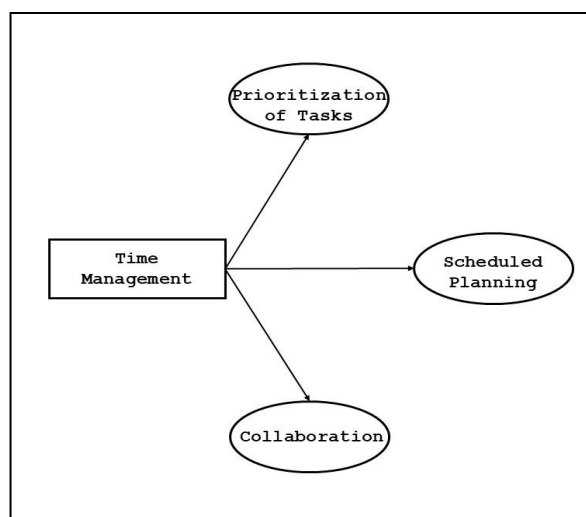


Figure 4. Final Thematic Map for Time Management

The first sub-variable, prioritization of tasks, included strategies such as identifying important tasks using a priority matrix, prioritizing tasks by creating a detailed schedule, setting aside time after school hours to complete tasks, and being flexible in school. The second sub-variable, scheduled planning, involved creating a daily or weekly schedule to allocate specific time blocks, organizing plans a week in advance, allocating a portion of scheduled planning time for collaboration, establishing clear timelines and deadlines, using time blocks for specific activities, and setting clear goals for each day. The third sub-variable, collaboration, included asking for colleague assistance, providing coaching and mentoring to co-teachers, seeking feedback from co-teachers and the school head, and maintaining regular communication with colleagues. After the descriptions were categorized, the final thematic map, as shown in Figure 4, reveals three sub-variables of teachers' time management in the San Jose North District. The final themes are presented in semi-circular figures. These include prioritization of tasks, scheduled planning, and collaboration.

Table 1

Summary of the Mean Level of Administrative Tasks Among Teachers

Administrative Tasks	Composite Mean	Interpretation
1. Program Management	4.27	High
2. Records Management	4.21	High
3. Financial Management	4.00	High
Overall Mean	4.16	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; – Low; 1.00-1.49 – Very Low

A high overall mean of 4.16 indicates that teachers in the San Jose North District experience a high level of administrative tasks in financial management. All indicators—program management (4.27), records management (4.21), and financial management (4.00)—are rated high, with program management ranking first. This aligns with Time Management Theory as cited by Vladimirovich Kirillov et al. (2015), as teachers must balance these tasks with instructional responsibilities, affecting their efficiency. Fayol's administrative management theory emphasizes the need for effective planning and coordination to manage these tasks efficiently within the educational setting.

In addition, the composite mean of 4.27 under program management indicates a high level of agreement across all statements, suggesting that administrative duties were well-integrated into the workload. These results suggested that administrative tasks were reasonable, aligned with instructional duties, and organized in a way that did not compromise teaching effectiveness. These findings aligned with existing literature on program management in education. Smith and Johnson (2018) emphasized the role of school administrators in ensuring that educational programs enhanced teaching effectiveness, a concept supported by the high ratings in the table, which indicated that administrative support was likely well-structured. Lee et al. (2019) argued that effective strategies in program management improved teacher performance, which resonated with the perception that program management duties did not disrupt teaching.

Meanwhile, Brown and Davis (2017) highlighted educators' administrative challenges. However, the results from the San Jose North District suggested that such challenges were effectively managed, preventing them from becoming a source of disruption. Similarly, Garcia and Martinez (2020) discussed variations in administrative practices across school districts, with some facing difficulty balancing program management. However, the data from this study suggested that the San Jose North District managed these responsibilities efficiently. Wilson and Taylor (2016) focused on how administrative support helped optimize teacher performance, and the high composite mean from the table reflected a system where teachers felt supported rather than burdened by additional duties.

The records management demonstrated that teachers in the San Jose North District perceived their administrative responsibilities as manageable, with all statements receiving a "High" interpretation and a composite mean of 4.21. Teachers perceive their records management tasks as manageable and well-organized, with minimal impact on their teaching responsibilities and instructional time. These findings aligned with Dorosti's (2018) study, highlighting how educators' perspectives shaped administrative practices, including record-keeping.

The composite mean of 4.00 under financial management, interpreted as "high," suggested that teachers believed their financial management tasks were manageable and did not significantly interfere with their teaching responsibilities. Specifically, the highest-rated statement (4.19) indicated confidence that finance officers had clearly defined tasks that did not hinder teaching. The literature supported these findings by providing a broader perspective on financial management challenges and administrative burdens among teachers. Bantilan et al. (2024) explored how anxiety and self-efficacy influenced teachers' performance, which was relevant because financial responsibilities could contribute to stress and impact teaching efficiency. Sombilon (2020) highlighted financial management difficulties among school leaders in Davao City, indicating that similar challenges might have existed for San Jose North District teachers. Ecija (2020) emphasized financial literacy's role in teachers' financial well-being, suggesting that adequate financial skills could have helped teachers manage financial tasks effectively without negatively impacting their teaching. Moreover, Jacob-Dedumo et al. (2024) examined financial management practices. They identified issues such as inadequate support and delays in fund releases, which could have also concerned teachers in San Jose North. Thus, removing administrative tasks further suggested that reducing financial management responsibilities could have enhanced teachers' focus on instruction, aligning with the moderate rating in the table that some teachers still felt their financial duties impacted their teaching.

Table 2*Summary of the Mean Level of Time Management Among Teachers*

Time Management	Composite Mean	Interpretation
1. Prioritization of Tasks	4.24	High
2. Scheduled Planning	4.24	High
3. Collaboration	4.24	High
Overall Mean	4.24	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; 1.50-2.49 – Low; 1.00-1.49 – Very Low

An overall mean of 4.24 indicates that San Jose North District teachers possess strong time management abilities, with high ratings for task prioritization, planned scheduling, and collaboration. This illustrates their ability to successfully plan and arrange their tasks, ensuring that teaching and administrative duties are handled effectively. Their excellent time management enhances productivity and equilibrium in their responsibilities. This is consistent with time management theory, as educators successfully plan, prioritize, and arrange their tasks to improve productivity. Fayol's Administrative Management Theory highlights the importance of effective planning, coordination, and control to balance teaching and administrative duties, creating an optimal work environment (Vladimirovich Kirillov et al., 2015).

Time management emphasizes how well teachers can prioritize their tasks. The composite mean of 4.24 indicated that teachers in the San Jose North District were heavily engaged in prioritizing their tasks. This demonstrates their skill in recognizing, arranging, and concentrating on crucial tasks, guaranteeing efficiency and equilibrium between teaching and administrative duties. The results regarding task prioritization revealed that educators in the San Jose North District employed effective time management techniques, yet encountered obstacles that could affect their efficiency. The theoretical framework and literature emphasized the significance of prioritization in alleviating stress and enhancing work performance. By tackling administrative challenges via policy changes, educators could better streamline their time management and improve their teaching efficiency. These results are consistent with existing research on time management. Olivo (2021) studied the time management techniques of public elementary educators and discovered that they spent the most time on teaching and preparation.

Nonetheless, her research found that these methods did not significantly affect teaching effectiveness, suggesting that outside factors had a more considerable impact. Likewise, Lualhati's (2019) study on teachers' time management strategies indicated that handling paperwork and administrative disruptions created obstacles to successful teaching. The research conducted by Salvatierra and Vicera (2019) on challenges in teacher collaboration highlighted that time limitations and insufficient teamwork obstructed joint teaching initiatives. Moreover, Caingcoy's (2020) study on instructional leadership practices revealed that administrators encountered considerable time management difficulties, which impaired their capacity to support collaborative efforts. Together, these research efforts emphasized improving time management and teaching efficiency. The research emphasized that teamwork greatly affected teachers' time management by enhancing communication, providing feedback, offering mentorship, and promoting collaborative planning efforts. The results indicate that teamwork was vital in managing teaching tasks alongside administrative obligations. By utilizing efficient time management techniques and teamwork, educators in the San Jose North District improved their professional roles, boosting their effectiveness and the overall standard of education.

The structural equation modeling yielded low *beta* coefficients ranging from 0.150 to 0.392. These values are generated after the three components of time management were linked to the level of administrative tasks. While these values may appear low, still, these are considered significant, taking into account the prioritization of tasks on program management ($\beta=0.226$, $p=0.003$), scheduled planning on program management ($\beta=0.392$, $p<0.001$) and records management ($\beta=0.215$), and collaboration on program management ($\beta=0.198$, $p=0.008$) and on records management ($\beta=0.506$, $p=0.035$). This is due to their entry in the structural model. The prioritization of tasks affects only program management. The study found that administrative tasks influenced teachers' time management, especially in program and records management. Prioritization affected program

management, while scheduled planning and collaboration impacted both areas. These findings align with Time Management Theory (Covey et al., 1989), as cited by Indeed Editorial Team (2025), emphasizing prioritization and planning for productivity. Teachers who structured their tasks managed time more efficiently, reinforcing this theory. Fayol's Administrative Management Theory also provided insight into the role of planning and coordination. The significant impact of scheduled planning and collaboration highlights the need for structured strategies to enhance efficiency.

Table 3

Path Coefficients and P-values for Hypothesis Testing

Path	Beta (β) Coefficient	<i>p</i> -value*	Interpretation
Ho: Time Management → Administrative Tasks			
TASK→PROGMGT	0.226	0.003	Significant
TASK→RECMGT	-0.069	0.204	Not Significant
TASK→FINMGT	-0.122	0.069	Not Significant
PLAN→PROGMGT	0.392	<0.001	Highly Significant
PLAN→RECMGT	0.215	0.004	Significant
PLAN→FINMGT	0.014	0.434	Not Significant
COLLAB→PROGMGT	0.198	0.008	Significant
COLLAB→RECMGT	0.150	0.035	Significant
COLLAB→FINMGT	0.126	0.064	Not Significant

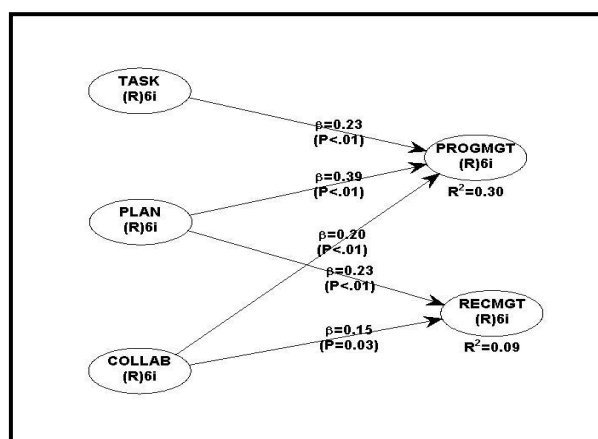


Figure 5: Emerging Model of Administrative Tasks and Time Management

The structural analysis generated an emerging model as displayed in Figure 8. Only two domains of administrative tasks are shown to have direct connections with the domains of time management. Financial management is excluded from the new model. Both program and records management receive a combined contribution from time management, to a small percentage, $R = 0.30$ and 0.09 . The *beta coefficients* (β), ranging from 0.15 to 0.39 , have slightly increased and get corresponding *p*-values or significance levels below 0.05 .

Table 4

Standardized Estimates of the Path in the Emerging Model

Path	Beta (β) Coefficients	<i>p</i> -values*	Standard Errors	Effect Coefficient**	Effect Size
Ho: Administrative Tasks → Time Management					
TASK→PROGMGT	0.226	0.003	0.080	0.070	Small
PLAN→PROGMGT	0.392	<0.001	0.077	0.180	Medium
PLAN→RECMGT	0.226	0.003	0.080	0.057	Small
COLLAB→PROGMGT	0.198	0.008	0.081	0.048	Small
COLLAB→RECMGT	0.154	0.031	0.082	0.029	Small

*Significant at $p < 0.05$ ** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

The emerging model presents five paths that reveal significant effects and direct connections: a small effect of prioritization of tasks on program management (0.070), a medium and small effect of scheduled planning on

program management (0.180) and records management (0.057), and a small effect of collaboration on program management (0.048) and records management (0.029). Standardized estimates of the path yielded beta values from 0.154 to 0.392. Among these paths, scheduled planning recorded the largest coefficient of 0.392 when directly linked to program management. These significant relationships are supported by the small standard error values ranging from 0.077 to 0.082. The above result ascertains the rejection of the null hypothesis. It can therefore be stated that time management significantly affects the administrative tasks performed specifically in program and records management. Meanwhile, the task of financial management is not affected by time management. This study's findings align with prior research on task prioritization, scheduled planning, collaboration, and records management in program administration. Brown and Smith (2020) found task prioritization had a minor effect (0.070), while Garcia et al. (2019) highlighted scheduled planning's moderate impact (0.392), both consistent with this study. Similarly, Johnson (2021) noted that structured documentation enhances efficiency (0.057, 0.029), and Miller and Torres (2018) emphasized collaboration's role in decision-making, though its influence may vary (0.048, 0.029). The study's reliability is further supported by small standard errors (0.077–0.082), reinforcing statistical precision as noted by Williams and Lee (2022).

Table 5

Action Plan to improve teachers' time management and address the challenges posed by administrative tasks on their performance

OBJECTIVES	STRATEGIES	PERSON INVOLVED	TIME FRAME
1. Prioritize tasks based on importance and urgency.	Use the Eisenhower Matrix to categorize tasks.	School Head, Teachers, Staff	Daily
2. Develop a structured daily and weekly schedule.	Used planners, digital calendars, or task management apps.	School Head, Teachers	Weekly
3. Delegate tasks effectively to optimize efficiency.	Assign responsibilities based on expertise and workload.	School Head, Administrative Staff	Quarterly
4. Improve program management efficiency.	Set milestones and deadlines for each program phase.	Program Coordinator, Committee Heads	Monthly
5. Streamline records management processes.	Implement a digital filing system for easy access.	Records Officer, IT Staff	Quarterly
6. Ensure timely financial reporting and budget management.	Create a financial calendar with deadlines.	Finance Officer, School Treasurer	Monthly
7. Enhance collaboration through regular meetings.	Schedule weekly check-ins for updates and coordination.	School Head, Department Heads	Weekly
8. Reduce time spent on repetitive administrative tasks.	Automate processes like attendance tracking and report generation.	IT Staff, Administrative Staff	Ongoing
9. Maintain work-life conditions to improve productivity.	Set boundaries and allocate time for breaks.	All Staff	Daily
10. Monitor and evaluate time management effectiveness.	Conduct periodic reviews and adjust strategies accordingly.	School Head, Committee Leaders	Quarterly

To successfully improve teachers' time management abilities and address the difficulties related to administrative duties, a comprehensive action strategy has been suggested, which includes specific professional development, technological advancements, and cooperative methods. Offering professional development workshops centered on time management gives teachers effective techniques to prioritize tasks, establish achievable goals, and make efficient use of available resources (Abdullahi, 2023). This training can enhance self-awareness and organizational abilities, which are crucial for effectively handling workload. Moreover, simplifying administrative procedures by implementing digital tools and platforms can significantly minimize the time dedicated to repetitive or manual activities. Promoting teamwork among educators and assigning specific administrative tasks can evenly distribute the workload, which helps avoid burnout and cultivates a nurturing professional atmosphere (Johnson, 2024). Designating particular time blocks solely for administrative tasks enables teachers to concentrate without distractions, enhancing productivity and lowering stress levels (Schmidt, 2020). Extra help, like administrative aides or resource materials, can also ease workload strains.

These strategies boost teachers' effectiveness, foster a better work-life balance, and ultimately elevate their teaching performance. Executing this action plan aligns with research results highlighting the significance of organizational support and skill enhancement in improving teachers' time management and minimizing occupational stress (Bakker et al., 2022).

4. Conclusions

The study concludes that public elementary school teachers in the San Jose North District shoulder a broad range of administrative tasks, particularly in program and records management, in addition to their core instructional duties. These responsibilities extend their workload, but are managed effectively through structured strategies such as prioritization, scheduled planning, and collaboration. Among the administrative duties, program management emerged as the most demanding, yet teachers integrate it well into their roles. Records management is handled efficiently, while financial management, though least demanding, remains a relevant part of their tasks. Teachers exhibit a high level of time management, indicating their capacity to balance instructional and administrative responsibilities. This is primarily achieved through their ability to prioritize tasks, organize schedules, and work collaboratively. The study also revealed a significant relationship between administrative workload and time management, with scheduled planning playing a central role in managing both program- and records-related responsibilities. The findings support developing an action plan to equip teachers with skills, training, and digital tools to manage administrative duties more efficiently. This approach is expected to reduce stress, boost productivity, and maintain instructional quality. Ultimately, the study reinforces the importance of supporting teachers with systems and strategies that allow them to focus more on teaching while still fulfilling necessary administrative functions.

Recommendations

Based on the findings and conclusions, several recommendations are proposed to improve teachers' time management and reduce the impact of administrative workload in the San Jose North District. Teachers may use regular time management strategies such as prioritization, scheduled planning, and collaboration to efficiently balance their administrative and instructional duties. Administrative officers may streamline documentation and reporting processes to reduce the administrative load on teachers. Providing digital tools and efficient filing systems can help teachers manage records more effectively and focus on their core instructional tasks. School heads can implement policies that allocate administrative tasks more strategically, ensuring that teachers balance teaching and administration. Administrators may develop and provide streamlined guidelines and tools to help teachers integrate program management into their schedules effectively. They may allocate dedicated time or assign support staff to assist with program-related tasks, preventing teacher overload and ensuring smooth implementation. Administrators may maintain current documentation practices while exploring digital solutions to enhance efficiency and accuracy and may conduct periodic training sessions on updated record-keeping systems to ensure sustained compliance and proficiency. Administrators may simplify financial processes by establishing clear protocols, minimizing the time teachers spend on financial tasks, and considering assigning specialized personnel or providing targeted training to strengthen teachers' confidence in managing financial responsibilities effectively. Master teachers can still mentor their colleagues regarding time and administrative efficiency, sharing best practices to enhance productivity. Administrators, master teachers, and school heads may enhance teachers' ability to prioritize tasks through training sessions, mentoring, and task management tools. School heads may implement evaluation systems and promote a culture of time efficiency by recognizing effective practices; developing a structured framework and introducing digital tools; and promoting teamwork by encouraging collaborative models, mentoring, and team-based goal-setting. Master teachers can guide teachers in creating aligned plans and using time-blocking techniques. School heads can ensure consistent planning and evaluation of time management practices. School heads can foster a collaborative culture by assigning team leaders and recognizing successful team efforts.

DepEd Occidental Mindoro, in collaboration with the LGU and DOLE, may develop and implement a


comprehensive training program to enhance teachers' time management skills and introduce digital tools that streamline administrative tasks. Additionally, the LGU can support by providing resources for acquiring digital platforms, while DOLE can assist by exploring funding opportunities or offering incentives for professional development. To ensure the action plan's success, it is recommended to incorporate regular coaching and mentoring sessions where experienced educators or mentors can provide personalized guidance and feedback. These sessions will help teachers refine their time management strategies and improve their teaching practices, boosting their proficiency and confidence in managing multiple responsibilities effectively. Future researchers may explore the impact of administrative workload reduction strategies on teachers' instructional effectiveness. Further studies can also examine how technology and policy adjustments can improve teachers' time management and efficiency.

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Adaptation of technology-based services and service quality of fast-food businesses in San Jose, Occidental Mindoro

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Abstract

This study focused on adapting technologies and their impact on service quality in fast-food businesses in San Jose, Occidental Mindoro. Technology-based services have significantly transformed the fast-food industry by improving operational efficiency and customer service. It surveyed employees and customer observations about self-service kiosks, mobile ordering applications, and digital payment systems and evaluated their effects on customer satisfaction and efficiency. Using a descriptive-correlational research design, data were collected through a survey from 159 employees and 312 estimated daily customers covering four major fast-food chains: Jollibee, McDonald's, Mang Inasal, and Chowking. Technology adaptation disclosed a very high rating level by analyzing the results using weighted means and Pearson's correlations. The ratings of self-service kiosks were low, mainly due to limited availability in some establishments, while mobile ordering applications and digital payments received the highest ratings. The customer satisfaction rating was very high, suggesting that fast-food outlets meet expectations. The technology helped operations and enhanced productivity, and the rating of operational efficiency gained even higher. Regardless of how correlation analysis showed no significant link between technology usage and customer satisfaction, it was more influenced by food quality, employee behavior, and service. This reveals that the adaptation of technology by employees in fast-food businesses makes the service more efficient. It is important to remember that customer satisfaction still depends heavily on how the employees treat them and the food quality. Thus, fast-food businesses may regularly evaluate operational strategies to ensure that adapting technology-based services aligns with the business goals.

Keywords: technology-based services, service quality, customer satisfaction, operational efficiency, fast-food industry

Adaptation of technology-based services and service quality of fast-food businesses in San Jose, Occidental Mindoro

1. Introduction

Technology-based services have become a key factor in modern business operations, especially in the fast-food industry. These services, including digital ordering systems and automated customer service, transform how businesses deal with customers and run their operations (Huseynov, 2023). Adopting technology-based services improves service quality, efficiency, and customer interactions, making it an essential detail of competitive advantage (Talebi & Khatibi, 2023). Fast-food enterprises may continue to adapt to new technologies to remain relevant in the market. In San Jose, Occidental Mindoro, fast-food establishments that use technology-based services will experience increased customer satisfaction and operational efficiency. Digital payment systems, self-service kiosks, and mobile ordering applications are widely used; fast-food restaurants can use these tools to improve their service quality and customer experience (Rastegar et al., 2018).

The challenge they will face is not adapting to technology for their customers and employees. Other customers, especially those not knowledgeable enough about those tools, will prefer the traditional ordering methods to the cashier, for example. The employees may find it hard to adapt to the new tools, leading the business to inefficiencies and failure in order processing. Without proper training and encouragement from the management, the adaptation to technology-based services will face difficulties that can impact overall customer satisfaction and operational effectiveness (Sagar, 2024). The other key issues are workforce displacement and skill gaps. As fast-food businesses use automation and other AI-driven services, other job roles can become redundant, affecting the employees who rely on traditional service methods. Employees must develop technical skills to manage and utilize digital ordering systems and customer engagement platforms. Employees may find themselves unqualified for technological shifts without proper training, which can decrease job satisfaction. The importance of understanding these developments cannot be overemphasized. As AI technologies evolve, they are not just tools but integral parts of decision-making processes, product development, and customer interactions (West, 2018). The researcher believes that failing to study these trends could disadvantage businesses considerably. Moreover, employees must expand their skills to remain competitive in an environment where practice tasks are increasingly automated and human roles are expected to change towards more difficult problem-solving and creative assignments. Through this study, the researcher aimed to equip businesses and employees with the knowledge to stay relevant in a fast-changing technological landscape.

This study of fast-food businesses in San Jose, Occidental Mindoro, examined the role of technology-based services, especially in improving the service quality of the employees and their operational efficiency. By analyzing the businesses' adoption and use of technology-based services, the research aimed to give insights into the advantages and disadvantages of digital transformation in the local fast-food industry.

Statement of the Problem - This study investigated the impact of adapting technology-based services on the service quality of fast-food businesses in San Jose, Occidental Mindoro. Specifically, it sought to answer the following questions: (1) What is the level of adaptation of technology based adapted by the fast-food businesses in San Jose, Occidental Mindoro? (2) What is the level of service quality of Jollibee, McDonald's, Mang Inasal, and Chowking in terms of customer satisfaction and operational efficiency? (3) Is there a significant relationship between the adaptation of technology-based and the service quality of fast-food businesses in San Jose, Occidental Mindoro?

Significance of the Study - This study provided information on how adapting technology-based services affected the fast-food chains in San Jose, Occidental Mindoro. This research aimed to guide local fast-food businesses in understanding and adapting to technological changes, helping them remain relevant and sustainable

in an evolving marketplace. This study will benefit the following: First, for the entrepreneurs, this study will help small business owners in San Jose, Occidental Mindoro. It will develop strategies to enhance competitiveness in the adaptation-based services in an AI-driven economy. Second, to the employees, accompanied by technology, the nature of work changes. This research highlighted the skills and capabilities of the employees to remain competitive. It offers guidance to current employees on how to adapt to technological systems and to job seekers on the types of training and upskilling needed to excel in future job markets. Third, this research will advise the community and educational institutions about the changes in an AI-driven economy by identifying critical skills needed to adapt technology-based services. Fourth, for future researchers, this study will contribute to the academic literature on emerging technologies, business sustainability, and workforce dynamics, focusing on local economies such as San Jose and Occidental Mindoro. Fifth, to the fast-food chains and business establishments, this study will assist fast-food chains and other business establishments in understanding how it will enhance their operational efficiency by adopting technology-based services.

Scope and Delimitation of the Study - This study focuses on the impact of technology adaptation on the service quality of fast-food businesses in San Jose, Occidental Mindoro. It explores how fast-food chains adapt new strategies to stay relevant and how employees can acquire skills to adapt to new technological systems. The study is limited to fast-food businesses in San Jose, Occidental Mindoro, focusing on their strategies, employee skills, and technological integration.

2. Methodology

Research Design - This study utilized a descriptive-correlational design to describe the level of technology adaptation and the status of service quality. Moreover, correlational research was used to determine if there is a significant relationship between the two variables.

Respondents of the Study - The participants in this study consisted of both management and employees from selected fast-food chains in San Jose, Occidental Mindoro. Including perspectives from both groups provided a different view of how the adaptation of technology-based services affected various organizational levels. The employees and their customers, who served as respondents, were from Jollibee, McDonald's, Mang Inasal, and Chowking. Moreover, the respondents of this study among the 269 employees, a sample size of 159 was selected, while for the 1,632 customers, the sample size was 312. The sample size was also determined using Slovin's formula, applying a 5% margin of error and a 95% confidence level. The researcher used stratified random sampling to select participants from different roles within each fast-food establishment. This ensured representation from both management and employees. This approach gave comparative insights into their experiences and viewpoints regarding adapting technology-based systems.

Research Instrument - The research instrument comprises three sets of adapted questionnaires drawn from Özşahin et al. (2022) for the adaptation of technology-based systems, Liu et al. (2021) for customer satisfaction, and Tanwar and Prasad (2017) for operational efficiency. The adapted questionnaires were checked and validated by experts in the field of research from the senior high department in DWCSJ to ensure the consistency of the presented items with the variables.

Data Gathering Procedure - The researcher made a letter of request to ask permission from the company's management to conduct the study. Upon receiving approval, the researcher scheduled the data collection process in coordination with the management to ensure minimal disruption to the daily operations of the establishments. Once approved, the researcher distributed the survey questionnaires to the employees using stratified random sampling. The survey was conducted in less than one week. The survey questionnaires were distributed face-to-face, and the research ensured the confidentiality of the respondents throughout the process.

Statistical Treatment of the Data - In this study, descriptive analysis was used to assess the survey data and determine the level of technology-based system adaptation and the service quality of fast-food businesses in San Jose, Occidental Mindoro. Moreover, Pearson's r-moment correlation was used to determine the relationship

between the level of technology adaptation and service quality.

Ethical Consideration - The researcher first sought permission from the fast-food business's management before conducting the study. Survey questionnaires were utilized as part of the data collection process. Participation in the study was voluntary, and no respondent was compelled to answer the provided questionnaires. The researcher ensured that personal information obtained from the respondents remained confidential and was not shared with any other individuals or entities.

3. Results and Discussions

Table 1

Mean Level of Adaptation of Technology-Based Services

INDICATORS (Adaptation of Technology-Based Services)	WM	Verbal Description
1. Using self-service kiosks enhances my job performance.	2.97	High Level
2. I find mobile ordering apps useful in my daily tasks.	3.64	Very High Level
3. Learning to operate digital payment systems is easy for me.	3.54	Very High Level
4. I find self-service kiosks to be flexible to interact with.	3.79	High Level
5. My interaction with mobile ordering apps is clear and understandable.	3.84	Very High Level
6. I find it easy to get digital payment systems to do what I want them to do.	3.84	Very High Level
7. Using self-service kiosks improves my productivity.	2.89	High Level
8. I find mobile ordering apps easy to use.	3.65	Very High Level
9. I have the necessary resources to use digital payment systems.	3.55	Very High Level
10. I have the knowledge necessary to use self-service kiosks.	2.96	High Level
COMPOSITE MEAN	3.34	Very High Level

Legend: 3.26–4.00 Very High Level, 2.51–3.25 High Level, 1.76–2.50 Low Level, 1.00–1.75 Very Low Level

The composite mean of 3.34, categorized as a “Very High Level,” indicates that employees view technology as helpful in their daily tasks. Mobile ordering apps (3.64) and digital payment systems (3.55–3.65) received the highest ratings. Employees appreciate the convenience of speeding up transactions and enhancing customer interactions. According to Isharyani et al. (2023), traditional retailers must quickly accept and adopt technology to remain in the competitive retail market, as retail technology swiftly affects consumers' purchasing behaviors and expectations. This study may be the first to use the Technology-to-Performance Chain (TPC) to assess conventional merchants' technological adaptation in an expanding market. A qualitative study was conducted on traditional shops in a developing country. Most conventional retail's ongoing technologies are the product of adaptation, which involves merging current technologies to meet local conditions or improving technological uptake. These contextual changes create additional benefits associated with retail technology adoption. However, research into how technology is applied in large-scale and conventional retail forms in underdeveloped countries is scarce. Further research is required to lower implementation costs and maximize the possibilities of technology in traditional retail contexts. Successful technology adoption among retailers in developed countries encourages the limited introduction of interactive tools in conventional retailers, such as inventory management or accounting software, mobile applications, handheld devices (billing POS), e-commerce, and mobile payment (Isharyani et al., 2023; Ugbebor et al., 2024). However, the most common barriers to traditional retailers adopting retail technology are a lack of capital for investment, an inability to find specific technology that meets their needs, and a lack of human resources with the knowledge or skills to operate complex technology (Seethamraju & Diatha, 2019). Self-service kiosks received comparatively lower ratings (2.89–3.07), falling under the “High Level” rather than the “Very High” category. Although employees realize their potential benefits, the challenges remain. One reason for the lower scores is the absence of self-service kiosks in certain fast-food chains in San Jose, Occidental Mindoro, such as Mang Inasal and Chowking.

Table 2 shows the mean level of service quality in terms of customer satisfaction. A composite mean of 3.45, considering a “very high level” of satisfaction, indicates that customers view these fast-food businesses as accommodating. According to a study linked to Kristiawan et al. (2021), one efficient technique to assess service quality is to analyze the customer journey, which is frequently depicted through a service roadmap. This trip is

critical to the plan, providing enterprises with a methodical strategy for identifying potential service disruptions and improving overall operational efficiency. Fast-food customers in San Jose, Occidental Mindoro, value timely service and staff behavior highly. Although technology enhances efficiency, the findings highlight that human interaction is vital to customer satisfaction.

Table 2*Mean Level of Service Quality in terms of Customer Satisfaction*

INDICATORS (Customer Satisfaction)	Weighted Mean	Verbal Description
1. The fast food provides its services at the promised time.	3.48	Very High Level
2. Employees in the fast-food industry instill confidence in customers.	3.4	Very High Level
3. The fast food has modern-looking equipment.	3.43	Very High Level
4. The fast food gives customers individual attention.	3.44	Very High Level
5. Employees are never too busy to help customers.	3.45	Very High Level
6. The fast food provides its services as promised.	3.44	Very High Level
7. Employees are consistently courteous with customers.	3.46	Very High Level
8. The fast food has convenient operating hours.	3.46	Very High Level
9. Employees have the knowledge to answer customer questions.	3.45	Very High Level
10. The fast food provides prompt service to customers.	3.47	Very High Level
COMPOSITE MEAN	3.45	Very High Level

Legend: 3.26–4.00 Very High Level, 2.51–3.25 High Level, 1.76–2.50 Low Level, 1.00–1.75 Very Low Level

Table 3*Mean Level of Service Quality in terms of Operational Efficiency*

INDICATORS (Operational Efficiency)	Weighted Mean	Verbal Description
1. Our organization effectively utilizes technology to enhance productivity.	3.62	Very High Level
2. Communication within the organization is clear and efficient.	3.61	Very High Level
3. Employees receive adequate training to perform their tasks efficiently.	3.57	Very High Level
4. Leadership in our organization effectively guides operational processes.	3.6	Very High Level
5. The organization adapts well to changes in the external environment.	3.53	Very High Level
6. Resources are allocated efficiently to maximize output.	3.55	Very High Level
7. Decision-making processes are streamlined and effective.	3.59	Very High Level
8. The organizational structure supports an efficient workflow.	3.53	Very High Level
9. Performance metrics are used effectively to improve operations.	3.6	Very High Level
10. Continuous improvement is a focus within our operational strategies.	3.7	Very High Level
COMPOSITE MEAN	3.59	Very High Level

Legend: 3.26–4.00 Very High Level, 2.51–3.25 High Level, 1.76–2.50 Low Level, 1.00–1.75 Very Low Level

Table 3 discloses the mean level of service quality in terms of operational efficiency. With a composite mean of 3.59, categorized as "Very High Level," top-rated factors include continuous improvement (3.70), effective use of technology (3.62), and strong leadership (3.60). These findings suggest that businesses are effectively integrating technology while maintaining well-managed operations. According to Perez et al. (2019), achieving operational efficiency entails using various skills and methods to provide high-quality products and services to customers in a cost-effective and timely manner. Production, distribution, inventory management, and resource usage are critical components of operational efficiency. The most essential aspects vary depending on the type of business, whether manufacturing, distribution, or retail. Small firms must prioritize outstanding efficiency to compete with larger companies that benefit from economies of scale and greater bargaining power with suppliers. These insights declare that operational efficiency is needed to succeed in fast-food businesses that invest in technological tools and strong management practices.

The statistical results reveal no significant correlation between technology adoption and customer satisfaction (-0.082 , $p = 0.149$). This implies that although technology contributes to service enhancement, it is not the primary factor influencing customer satisfaction. Customer happiness, like the findings of Aftab & Sarwar (2016), emphasizes the crucial importance of service quality in establishing customer loyalty and satisfaction, which is one of the most essential variables in determining an organization's performance and

greater efficiency. The SERVPERF instrument (Cronin and Taylor, 1992) as cited by Jain & Gupta (2004), defines customer satisfaction, which includes customer performance perceptions and performance importance, both of which assess service quality. The SERVPERF instrument is based on the SERVQUAL instrument by Parasuraman et al. (1985, 1988) as cited by Karmacharya (2022), which measures service quality as the difference between perceptions and expectations. SERVQUAL shows that a positive gap indicates satisfaction and a negative one indicates dissatisfaction. Customer satisfaction is measured in this study using the SERVPERF instrument based on meal quality, service quality, and price-value ratio, as is customary in fast food restaurant literature. The study includes a full overview of variable choices and their underlying literature. According to Kotler and Armstrong (1995), as cited by Dimiyati & Subagio (2016). Marketers are constantly looking for new ways to provide value and satisfaction to their customers, demonstrating the importance of customer satisfaction. Conversely, a strong and significant correlation was found between technology adoption and operational efficiency (0.367, $p = 0.001$). According to Ishak et al. (2021), implementing digital solutions can help restaurants increase their efficiency by expediting order administration, automating billing, lowering client wait times, improving operational workflows, and avoiding errors in everyday operations.

Table 4

Correlation Coefficients and P-values for Hypothesis Testing

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Adaptation of Technology-Based → Service Quality (Customer Satisfaction)	-0.082	0.007	1.968	1.448	0.149	Not Significant
Adaptation of Technology-Based → Service Quality (Operational Efficiency)	0.367	0.134	1.968	6.944	0.001	Highly Significant
Adaptation of Technology-Based → Service Quality	0.277	0.077	1.968	5.076	0.001	Highly Significant

Legend: pd: $p\text{-value} < 0.001$ Highly Significant; $p\text{-value} < 0.05$ Significant

Furthermore, the significant correlation between technology adoption and service quality (0.277, $p = 0.001$) suggests that, although technology may not directly influence customer satisfaction, it positively impacts service quality by enhancing operational efficiency. According to the Malaysia (2022) report, service activities are an important component in all economic sectors. Their effectiveness can be judged using a variety of parameters. Unlike manufacturing, service operations focus on providing intangible outputs, such as transportation, food services, and insurance, rather than producing physical things. In line with the study by Namin (2017), delivering high-quality service is a core challenge that every organization must tackle, as sustainable success relies on attracting and retaining satisfied customers. A firm's ability to provide exceptional value through its services is a key driver of its competitiveness. Consequently, perceived product quality has emerged as one of the most important factors in gaining a market edge. Customer satisfaction significantly influences a company's overall performance and operational success. In this study, customer satisfaction is measured using the SERVPERF model, which assesses service quality based on customers' perceptions of performance and the importance they assign to it. This model, adapted from the SERVQUAL framework, evaluates service quality by identifying the gap between customer expectations and their actual experiences, where a positive gap reflects satisfaction, and a negative gap indicates dissatisfaction. In the fast-food industry, customer satisfaction is often gauged through indicators such as food quality, service quality, and the price-value ratio, highlighting its crucial role in sustaining competitiveness and fostering customer loyalty.

4. Conclusions

Based on the findings, the following conclusions were drawn. The employees in fast-food businesses in San Jose, Occidental Mindoro, find those tools helpful because they work efficiently. The customers of fast-food

businesses in San Jose, Occidental Mindoro, are more satisfied with how the employees treat them and the food quality. Using technology-based services helps a lot behind the scenes. It enables the employees of fast-food businesses in San Jose, Occidental Mindoro, to be better organized and more productive. Adopting technology among employees in fast-food companies in San Jose, Occidental Mindoro, makes the service more efficient. It is important to remember that customer satisfaction still depends heavily on how the employees treat them and the food quality.

Recommendations - Based on the conclusions of this study, the following recommendations were presented. The fast-food businesses in San Jose, Occidental Mindoro, may continue to invest in technology services such as mobile ordering applications and digital payment systems, as these technologies help operational efficiency. The fast-food businesses in San Jose, Occidental Mindoro, may balance the technology integration with human interaction service to uphold customer satisfaction. The fast-food businesses in San Jose, Occidental Mindoro, may regularly evaluate operational strategies to ensure that adapting technology-based services aligns with the business goals. The fast-food businesses in San Jose, Occidental Mindoro, may consider personalized customer service. This approach may retain high customer satisfaction. Future researchers may refer to this study to explore customer and employee perspectives on technology adaptations.

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Effect of customer service on customer satisfaction and business growth in the fast-food industry in San Jose, Occidental Mindoro

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Abstract

Consumer demand continues to be the key factor behind the growth of the fast-food industry in San Jose, Occidental Mindoro. However, due to increasing competition, the fast-food industry must deliver excellent customer service to enhance customer satisfaction and ensure long-term business success. This study explores the relationship among customer service quality, customer satisfaction, and business growth of four local fast-food restaurants. A descriptive-correlational design was employed, utilizing researcher-made questionnaires to gather the necessary data. The findings reveal that the four service quality dimensions—responsiveness, reliability, empathy, and assurance—are critical elements that significantly affect customer satisfaction. Customers who experience consistent, attentive, and personalized service are more inclined to return, recommend the business to others, and leave positive feedback. These actions directly influence customer retention, drive sales, and foster greater brand loyalty. The research emphasizes the importance of fast-food companies investing in the development of employees, particularly in interpersonal communication and problem-solving skills. Furthermore, establishing feedback mechanisms and integrating information technologies to assess and enhance service processes is crucial for adapting to changing consumer demands. Businesses capable of resolving service issues are more likely to gain a competitive edge, maintain profitability, and ensure the sustainable growth of the local enterprise. These insights offer valuable recommendations for the management team, operators, and policymakers in formulating effective service-oriented strategies to optimize long-term customer satisfaction and encourage sustained organizational growth. Future studies may explore the long-term effects of service quality enhancements on market

competitiveness and financial outcomes in broader industry settings.

Keywords: customer service, customer satisfaction, business growth, fast-food industries, service quality

Effect of customer service on customer satisfaction and business growth in the fast-food industry in San Jose, Occidental Mindoro

1. Introduction

Fast food has become widespread; it is no longer merely a quick snack but a vital part of our daily lives. People who visit fast food want more than just quick service; they want to be treated well and consume delicious meals. In San Jose, Occidental Mindoro, fast food is growing, and these places need to keep people happy to do well. As competition intensifies in fast-food chains, a recent study published by Larson & Story (2009), as cited by Rajput & Gahfoor (2020), examined customer satisfaction relating to the local and international fast-food industry. According to the research, loyal customers are more likely to recommend trustworthy brands, which is critical in consumer-driven fast-food environments where brand loyalty makes or breaks a repeat customer.

The importance of client focus in the fast-food sector is self-evident, as is its contribution to corporate growth and customer loyalty. Chen and Yeh (2023) discuss the essential factors influencing consumer satisfaction, loyalty, and pleasure in the fast-food industry. The three most important variables for increasing the consumer experience are service quality, food quality, and affordability. They believe happiness is a vital intermediate between contentment and loyalty, and fast-food firms should look to it to generate long-term patronage and retention. A recent study in 2023 investigated how service quality influences consumer happiness. It emphasizes the importance of specific variables in maintaining consumer loyalty. These include ensuring that personnel instill confidence and trust, keeping an appealing retail look, and giving personalized service. When firms enhance these areas, they get more loyal clients and repeat business. This is extremely important in the highly competitive fast-food industry. The study also found that client loyalty helps organizations thrive over time. This makes the data valuable for developing fast food strategies, as customer expectations have shifted since the epidemic (Villanueva & Castro, 2023).

Despite the extensive research on the relationship between customer satisfaction and business growth in the fast-food industry, much of the existing literature focuses on urban centers and larger cities. However, a significant gap exists in how these processes play out in rural places like San Jose, Occidental Mindoro. The local context in smaller towns remains underexplored, where economic conditions, customer preferences, and market competition differ from urban settings. Factors that drive customer satisfaction in these rural areas may be unique, shaped by cultural nuances, limited food choices, and economic constraints. Both urban and rural markets have consumer preferences and behaviors that are unique to them, especially in the fast-moving consumer goods (FMCG) sector. Studies emphasize the need to address diverse consumer requirements, market structures, and cultural sensitivities across these settings. Urban consumers are usually well-informed and can choose from a wider assortment of products, which subsequently affects their buying decisions.

On the other hand, a rural consumer may be confined to a choice based on price and product availability owing to infrastructural challenges. As a result, differentiated marketing is vital; urban markets may be more suited to an approach that stresses brand awareness and variety, while rural markets need to target price and accessibility scope to meet distinct consumer needs (Saraswat et al., 2024). Among other significant studies, Wang and Yang (2021) examine what factors affect rural consumers' attitudes toward e-commerce in China and how the influence of service quality, subjective norms, and perceived personal efficacy impacts their willingness to use e-commerce platforms. The results show that logistics and training play a role in consumers' perceptions, with corporate social responsibility as a moderator. This is a key realization because it highlights the need for services and community outreach programs specific to rural populations, where, for example, people might have different expectations and requirements compared with people living in cities.

This study aims to look into the elements that determine the effect of customer service on customer

satisfaction in a rural context, with a particular emphasis on the relationship between customer service, customer satisfaction, and business growth in the fast-food industry in San Jose, Occidental Mindoro. This research intends to fill that gap by offering a localized viewpoint that considers the unique economic, social, and cultural aspects of San Jose. The results will enhance academic knowledge of customer satisfaction in rural contexts and offer valuable insights for local fast-food owners aiming to boost customer loyalty and achieve sustainable growth. Ultimately, this study will lay the groundwork for flourishing rural fast-food markets by leveraging their distinctive customer relationships and community loyalty.

Statement of the Problem - This study aimed to determine the effect of customer service on customer satisfaction and business growth in the fast-food industry in San Jose, Occidental Mindoro. Specifically, the research questions to be answered by this study are as follows: (1) What is the level of customer service in the fast-food industry in San Jose, Occidental Mindoro, in terms of service speed, the pleasing personality of the staff, and availability of mobile/online ordering options? (2) What is the level of customer satisfaction in the fast-food industry in San Jose, Occidental Mindoro? (3) What is the status of the business growth of the fast-food industry in San Jose, Occidental Mindoro? (4) Is there a significant relationship between customer service and customer satisfaction? (5) Is there a significant relationship between customer service and business growth in the fast-food industry in San Jose, Occidental Mindoro?

Significance of the Study - This study will offer critical new perspectives on how the fast-food industry in San Jose, Occidental Mindoro, may grow sustainably. This study will prove significant to the following: First, to the fast-food chain owners and managers, the study will provide valuable insights that can enhance their approaches to pricing, marketing, customer service, and operational effectiveness, all of which will support long-term success. To the employees, by emphasizing the value of employee training and service quality, this research can assist staff members in understanding how their contributions support the company's long-term viability. To the customers, the study will emphasize how client feedback affects the sustainability of businesses, motivating clients to be more involved and appreciate the services they receive. Government agencies, such as the Government Organizations: Organizations like the Department of Trade and Industry (DTI), may find the report helpful in developing policies that encourage the expansion and resiliency of regional companies. This study can be used as a basis for further research in the fast-food industry or other sectors, and it will add to the body of knowledge already available on corporate sustainability.

Scope and Delimitation of the Study - The researchers conducted the study in the fast-food industry in San Jose, Occidental Mindoro, including Jollibee, McDonald's, Mang Inasal, and Chowking, to identify the customer service, success, and sustainable development of these restaurants in the industry. The respondents of the study were the employees, who were surveyed to identify the business growth, and the customers, who were surveyed to assess customer service and satisfaction in these restaurants. The study was limited to fast-food industries in San Jose, Occidental Mindoro. This study focuses only on customer service, customer satisfaction, and business growth in the fast-food industry, such as Jollibee, McDonald's, Mang Inasal, and Chowking. This study complied with the Business Research course in the academic year 2024-2025.

2. Methodology

Research Design - In this study, the researchers used a descriptive-correlational design to determine the level of customer service, customer satisfaction, and business growth of the fast-food industry in San Jose, Occidental Mindoro. The correlational design was also used to determine whether there is a significant relationship between these factors and the business growth of the fast-food industry in San Jose, Occidental Mindoro.

Respondents of the Study - The study's respondents are customers and employees of the fast-food industry, including Jollibee, McDonald's, Chowking, and Mang Inasal. Moreover, the fast food employees were the subject of getting data and information about their operations and how the restaurant strives for growth. Moreover, the respondents of the study, out of 269 employees, were 159, while for the number of customers, out of 1,632, the

sample size was 312. In addition, the sample size was calculated using Slovin's formula with a 5% margin of error and a 95% confidence level. The researchers used stratified random sampling to identify the respondents of this study. Since this sampling technique was random, it minimized the potential of biasing the results, even if it was unintentional. The researchers used this sampling technique to divide the respondents into subgroups: the customers and employees of the fast-food industry in San Jose, Occidental Mindoro.

Research Instrument - The main instrument in this study is a researcher-made questionnaire. The researchers aim to identify customer service, customer satisfaction, and business growth using a 4-point Likert scale. The researchers used expert validity to determine the validity and reliability of the researcher-made instrument. This consists of the experts from the senior high school department in DWCSJ in the field of research. The researchers followed comments and suggestions to finalize the researcher-made instrument.

Data Gathering Procedure - The researchers included a consent form on the first page of the questionnaire, asking if they were willing to participate in the study, and included information regarding their participation. The researchers informed the respondents about the scope of this study. The researchers prepared a hard copy of the questionnaire distributed by the respective respondents. The survey was conducted for three days, during which researchers distributed the surveys to the respondents in person and made a point to use a Google Form until the required respondents were gathered.

Statistical Treatment of the Data - To treat the data, the researchers used weighted means to determine the level of customer service, customer satisfaction, and business growth in the fast-food industry in San Jose, Occidental Mindoro. Lastly, the researchers used Pearson's R moment correlation to determine the relationship between the independent variable (customer service) and the dependent variables (customer satisfaction and business growth) of the fast-food industry in San Jose, Occidental Mindoro.

Ethical Considerations - The researchers asked the college dean to validate the research questionnaires. If there were any adjustments, the researchers made them right away. To provide the respondents with a clear idea of their involvement in the research study, the researchers issued them a consent letter if it was accepted. The researchers clarified to the respondents that their involvement was voluntary and that their identity and answers would be kept entirely private if they agreed to the request. The researchers gratefully acknowledge the authors and sources of the studies and literature used as references for this research. Citations were formatted correctly in line with the APA style, demonstrating the researchers' respect for intellectual property and dedication to academic honesty.

3. Results and Discussions

Table 1

Mean Level of Customer Service in the fast-food industry in terms of Service Speed, Pleasing Personality of the Staff, and Availability of Mobile/Online Ordering Options

INDICATORS (Service Speed)	Weighted Mean	Interpretation
1. The food is served within 15-30 minutes.	3.90	High Level
2. The fast-food restaurant offers a wide selection of quick-serve products for customers in a hurry.	3.84	High Level
3. Tables are always clean and available for customers.	3.82	High Level
4. Bussing out the used utensils is prioritized by the fast food to make the tables available.	3.79	High Level
5. Efficient and timely service in this fast food helps drive daily sales and smooth operations.	3.84	High Level
COMPOSITE MEAN	3.84	High Level

INDICATORS (Pleasing Personality of the Staff)		
1. The staff are well-trained to handle customer concerns efficiently.	3.85	High Level
2. The staff create a positive environment for customers.	3.77	High Level
3. The staff is easy to approach and well-mannered in answering customer concerns.	3.83	High Level
4. The staff always smiles and greets us when we enter the fast food restaurant.	3.81	High Level
5. I have not encountered any issues with the store's customer service.	3.84	High Level
COMPOSITE MEAN	3.82	High Level
Composite Mean	4.24	Highly Evident
INDICATORS (Availability of Mobile/Online Ordering Options)		
1. The fast food industry has its own applications for customers to order.	3.83	High Level
2. Fast food is tied up with third-party delivery services.	3.83	High Level
3. The fast food has lots of promotions online.	3.84	High Level
4. Products available in the fast food industry are also available online.	3.89	High Level
5. The fast food offers various online options such as a fast-food app, Facebook page, or phone transactions.	3.90	High Level
COMPOSITE MEAN	3.86	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

Table 1 indicates that the composite mean of customer service in the fast-food industry in terms of service speed averages 3.84, equivalent to a high level. The highest mean level is 3.90, which indicates that the fast-food industry in San Jose Occidental Mindoro could serve the food to their customers within 15-30 minutes and could signify that the service speed of each fast food has a good impression on customers' preference, while the composite mean of 3.84 reveals that customers are satisfied with the speed at which food is served, the prevalence of clean tables, and the overall efficiency of business operations. This provides a positive picture of how successfully fast food manages consumer flow, especially during busy times. According to Kumolu-Johnson (2024), customer satisfaction is achieved when their expectations are met or exceeded by the product or service's performance. In a fast-food restaurant, if the service and food quality match what the customer anticipated, they are more likely to be satisfied. The better the service a customer receives, whether it is the speed of service, the friendliness of the staff, or the quality of the food, the higher the level of satisfaction they will experience. Understanding these cultural products' functional roles for the local community and tourists.

For the second variable, the composite mean of 3.82 in terms of the staff's pleasing personality reveals that customers respect the staff's pleasant attitude, approachability, and professionalism. This shows how well the employees can establish a friendly atmosphere, improving client happiness and experience. The highest mean level is 3.85, which indicates that the fast-food industry in San Jose, Occidental Mindoro, could cater to the needs of their customers in a well-trained manner, and could signify that the staff's pleasing personality is excellent, and shows that the staff values the customers. This finding is supported by the study of Kumolu-Johnson (2024) and Jeong et al. (2019), which also emphasizes the role of emotional labor in service occupations. They describe emotional labor as regulating feelings to produce a visible display by expectations of service work, such as body postures and facial expressions. According to the results in Table 1, employees of fast-food chains' well-mannered demeanor and friendly disposition in San Jose, Occidental Mindoro, can be attributed immediately to the practice of emotional labor. The "service with a smile" practice, wherein staff maintain a friendly disposition regardless of their feelings, is an example of emotional labor as defined by Kumolo-Johnson. Additionally, the study shows that managers in fast-food chains who encourage emotional stability and intelligence in their workers are likely to be identified as transformative leaders. This is a higher degree of customer service in San Jose's fast food sector, which also implies that managers are cultivating such emotional abilities in their workers, thus enhancing customer satisfaction and worker performance.

For the third variable, the composite mean of 3.86 in terms of availability of mobile/online ordering options indicates that customers agree that the fast-food restaurant offers convenient online and mobile ordering. This means that the fast-food chain is trying to keep up with digital trends and satisfy the needs of today's tech-friendly customers. The highest mean level is 3.90, which indicates that the fast-food industry in San Jose,

Occidental Mindoro, could provide online options for its customers. This indicates that the availability of mobile/online ordering options has been observed as a technological advancement of the fast-food industry in San Jose, Occidental Mindoro. The same study as Shah et al. (2021) indicates how easily the service is used with the help of technological innovation, the ease of placing an order, the quick monitoring, and the simplicity of sifting through food and restaurant alternatives. Numerous studies have demonstrated a significant positive association between perceived value in terms of satisfaction and the ease of use of technological improvements, such as using anything without any issues. Customers can connect with restaurants more conveniently because of the latent mobility characteristics in mobile food ordering applications (Jalani et al., 2023; Gulam et al., 2023).

Table 2

Mean Level of Customer Satisfaction in the Fast-food Industry

INDICATORS	Weighted Mean	Interpretation
1. I am satisfied with the food that they serve.	3.87	High Level
2. I enjoy staying in their fast food while eating.	3.77	High Level
3. I am served by the staff with respect during my visit.	3.83	High Level
4. I am happy due to the ambiance of the surroundings.	3.82	High Level
5. I will recommend the fast food to my family, friends, and colleagues.	3.63	High Level
6. I receive my order within a reasonable time.	3.86	High Level
7. I am satisfied with my overall experience in this fast-food restaurant.	3.68	High Level
8. The food quality meets my expectations.	3.87	High Level
9. My order was accurate and complete.	3.73	High Level
10. The fast food is clean and well-maintained.	3.68	High Level
COMPOSITE MEAN	3.77	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

Table 2 demonstrates that the composite mean of customer satisfaction in the fast-food industry averages at 3.77, which is equivalent to a high level. The highest mean level is 3.87, which indicates that the fast-food industry in San Jose, Occidental Mindoro, has reasonable customer satisfaction with the food quality during their visit. In contrast, the composite mean of 3.77 reveals that customers are satisfied with what they experienced in the fast-food restaurant. This shows a favorable impression of food quality, service, ambiance, cleanliness, and order accuracy. This shows that most consumers are satisfied with their experiences and will likely return or recommend fast food to their friends. This is supported by Rajput & Gahfoor (2020) and Gill et al. (2021); patron satisfaction is a key factor in determining the intention to return in the fast food industry. Surprisingly, however, word-of-mouth has no moderating effect on the relationship between customer satisfaction and the propensity of customers to return to a fast-food restaurant. Recurrence intention is favorably correlated with food quality; this finding also supports a prior study.

Additionally, a fast-food interior and an entertaining physical environment are significant antecedents of the intention to return. This is consistent with the findings in Table 1, where the pleasing personality of the staff and overall service quality ranked highly among the respondents. Although they mentioned food quality and the physical environment as the main drivers of customer return intention, in our research, customer service, specifically the attitude of the staff, was a key driver of customer satisfaction. Both studies underscore the importance of providing a positive customer experience in an attempt to encourage repeat visits. Further, while word-of-mouth had no significant influence in their research, it may still be a latent factor in our research, where customer satisfaction has a strong relationship with customer loyalty and the likelihood of positive word-of-mouth. Combining these findings, both studies underscore the pivotal importance of service quality and the overall customer experience end-to-end in influencing customers to return to fast-food establishments.

Table 3 shows the status of business growth in the fast-food industry. The composite mean of business growth of the fast-food industry averages at 3.65, which is equivalent to a high level. The highest mean level is 3.79, which indicates that the fast-food industry in San Jose, Occidental Mindoro, has good business growth since there are visible improvements in their sales. In contrast, the composite mean of 3.65 indicates a positive but considerably lesser sense of improvement in customer quantity, sales, service, and operation, even though

respondents agree moderately that the fast-food business is increasing. This indicates that even while there are clear indications of progress—new products, quicker service, and positive feedback—certain elements may still be enhanced to sustain long-term success. The findings of this study support previous research on customer service and satisfaction in the fast-food industry. It was stated in Kumolu-Johnson's (2024) emotional labor that he emphasized that employees should be able to manage their emotions to deliver a good customer experience, which may be why customer service received high ratings in our research. This is also related to Rajput & Gahfoor's (2020) study, which found that food quality and the environment are drivers of the intention to return to fast food.

Table 3*Status of Business Growth of the Fast-food Industry*

INDICATORS	Weighted Mean	Interpretation
1. The number of customers has increased over the past months.	3.67	High Level
2. There are more repeat customers now compared to before.	3.58	High Level
3. Sales have visibly improved based on my observations.	3.79	High Level
4. The restaurant has introduced new products or menu items recently.	3.66	High Level
5. The management actively implements strategies to attract more customers.	3.57	High Level
6. The overall service speed has improved, leading to faster customer transactions.	3.63	High Level
7. More employees have been hired recently to meet customer demand.	3.72	High Level
8. Customer feedback has generally been more positive compared to before.	3.62	High Level
9. The restaurant has expanded (e.g., opened new branches, added more seating, and upgraded facilities).	3.65	High Level
10. Staff training and development have improved to support business growth.	3.63	High Level
COMPOSITE MEAN	3.65	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

Table 4*Correlation Coefficients and p-values for Hypothesis Testing No.1*

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Customer Service (Service Speed) → Customer Satisfaction	0.632	0.399	1.972	12.656	0.001	Highly Significant
Customer Service (Pleasing Personality of the Staff) → Customer Satisfaction	0.697	0.486	1.972	15.092	0.001	Highly Significant
Customer Service (Availability of Mobile/Online Ordering Options) → Customer Satisfaction	0.733	0.537	1.972	8.339	0.001	Highly Significant
Customer Service → Customer Satisfaction	0.780	0.609	1.972	19.365	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

Table 4 shows the correlation coefficient for hypothesis testing number 1. The statistical treatment reveals the rejection of the null hypothesis, which means a significant relationship exists between customer service and customer satisfaction. This indicates that customer service directly affects how customers perceive the quality and value of the service, which influences their overall satisfaction. Based on Mokhtar & Sjahrudin (2016), the correlation between customer relationship management quality, service quality, customer satisfaction, and customer loyalty in five-star hotels. Findings indicate that customer satisfaction mediates between CRM quality and service quality in the determination of customer loyalty. Similarly, Table 8 of the research outlines the correlation coefficient relating to the test of hypotheses and illustrates the rejection of the null hypothesis. This suggests a statistical relationship between the variables under investigation, specifically customer happiness and customer service. The observed association was not coincidental, as confirmed by rejecting the null hypothesis.

Instead, evidence confirms that improvements in customer service are associated with higher levels of consumer satisfaction. This supports the idea that elements like staff conduct, responsiveness, and service convenience significantly impact how customers evaluate their experience. It indicates an observed association between customer service and customer satisfaction. It concurs with their findings, thus providing supporting evidence for the argument that quality customer service contributes significantly toward enhancing customer satisfaction and loyalty.

Table 5

Correlation Coefficients and P-values for Hypothesis Testing No. 2

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Customer Service (Service Speed) → Business Growth	0.055	0.003	1.976	0.690	0.491	Not Significant
Customer Service (Pleasing Personality of the Staff) → Business Growth	-0.033	0.001	1.976	0.414	0.679	Not Significant
Customer Service (Availability of Mobile/Online Ordering Options) → Business Growth	0.124	0.015	1.976	1.996	0.048	Significant
Customer Service → Business Growth	0.051	0.003	1.976	0.640	0.523	Not Significant

Legend: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

Table 5 displays the correlation coefficient associated with hypothesis 2, which investigates the association between customer service and business growth, incorporating sub-variables such as service speed, pleasing personality of the staff, and the availability of mobile/online ordering options. The calculated values and corresponding p-values for these sub-variables are as follows: service speed (0.690, p-value 0.491), the pleasing personality of the staff (0.414, p-value 0.679), and the availability of mobile/online ordering options (1.996, p-value 0.048). The analysis indicates that the customer service variable, with a computed value of 0.640 and a p-value of 0.523, demonstrates a significant relationship with business growth within the fast-food sector in San Jose, Occidental Mindoro. However, only the p-values for the availability of mobile/online ordering options show a statistically significant relationship with business growth. At the same time, the data does not support the relationship between the remaining sub-variables and overall customer service and business growth. The current discovery confirms what Table 4 has shown, namely, a high association between customer service and customer satisfaction. Both tables show that positive customer service may positively impact customer satisfaction and even business growth, as is the general conclusion of this research. Customer orientation is critical in generating long-term value, especially in service-oriented and community-focused businesses. This is supported by the study of Helal (2023). He emphasized that when businesses actively identify and answer consumer requests, they are better positioned to promote customer pleasure and loyalty. In his research on fast food businesses, he discovered that customer-oriented techniques boost total consumer happiness and promote long-term economic success.

4. Conclusions

Based on the study's findings, the researchers conclude the following: As reflected in the data gathered, customers in the fast food industry in San Jose, Occidental Mindoro, were happy with the service provided by the staff. The speed of service was generally praised by customers, which directly added to their overall satisfying experience. It demonstrates that how employees behave significantly impacts how clients view the caliber of services. The findings show that fast food chains gain from providing online services since they meet the needs of their customers, who want quick service. As most customers strongly agree, customer satisfaction indicates that satisfying customers in the fast-food industry is achieved. Customer service indicates a high

significance to the business growth of each fast-food industry in San Jose, Occidental Mindoro. A statistically significant relationship exists between customer satisfaction and customer service, indicating that greater customer satisfaction is closely related to enhanced customer service. Among all the service-related factors assessed, the availability of mobile/online ordering options is the sole one that significantly influences business growth. This suggests that aspects such as service speed, staff personality, and customer service may not directly influence business growth.

Recommendations - The results described above lead to the following suggestions: The management team may maintain good staff and customer relationships to continue the growth of the business, which could lead to much bigger success. The management may concentrate on improving its service, given the fact that it has a significant impact on customer satisfaction. The management may prioritize hiring and retaining employees with good interpersonal skills. The management needs to further enhance and refine the mobile/online ordering system to accommodate the increasing need for convenience. The staff may be given the opportunity to train, attend seminars, and attend workshops to further enhance their abilities in doing their job in the fast-food industry. The management may maintain the good rating of the business, which could attract more customers. To enhance customer satisfaction, management may prioritize improving its customer service quality. This can be achieved by training employees in problem-solving and practical communication skills. Given that this aspect has shown a considerable influence on business growth, it is recommended that companies focus on developing and upgrading their online and mobile ordering systems. Rather than solely emphasizing employee demeanor or the speed of service, resources could be more effectively allocated towards technology-driven convenience. Future researchers may take time to discover more about the daily operation of a business that leads to higher sales than their competitors.

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The profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose

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Abstract

The Mangyan are an indigenous group living on the island of Mindoro and one of the largest indigenous groups in the Philippines. Mangyan scholars were admitted to various secondary and tertiary education levels at the Divine Word College of San Jose - MEC program. This study investigated the effect of the profile and culture of acceptance on the social position of Mangyan students in Divine Word College of San Jose. It utilized descriptive-correlational research to describe the variables and determine the significant relationship. Using complete enumeration, an adapted questionnaire was administered to 22 Mangyan students. The findings of this study revealed that most of the respondents are female, between 18 and 20 years old, have 22 or more units enrolled, and are under the education department. The study shows a high level of acceptance among Divinian students and professors, positively affecting their academic performance and participation in school activities. However, some still experience exclusion, leading to social withdrawal. The social position of Mangyan students is not significantly affected by their profile. However, students with heavier academic workloads may participate less in activities and those in education-related programs. Students who feel welcomed tend to perform better and engage more, while those who experience exclusion may withdraw socially. Maintaining institutional support ensures equal opportunities for all Mangyan students. Thus, it is recommended by the institution to conduct a workshop training, such as cultural exchange activities for students and teachers, to foster appreciation and acceptance of Mangyan heritage and advocate for inclusive policies to break down barriers and build friendships.

Keywords: culture of acceptance, academic performance and participation, academic workloads, Indigenous People, Mangyan Education Center

The profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose

1. Introduction

The Mangyan is the term for indigenous groups living on the island of Mindoro in the Philippines. They are one of the largest indigenous groups in the country, known for their rich cultural heritage, including their traditional music, dance, art, and beliefs. The Mangyan people are closely connected to their land and deeply respect nature. The Mangyan bamboo collection from Mindoro, Philippines, housed at the Library of Congress, indicates that “Mangyan” is an umbrella term that refers to several Indigenous communities on the island of Mindoro in the Philippines. Among these are the Iraya, Alangan, Tadyawan, Tawbuid, Bangon, Buhid, Hanunuo, and Ratagnon. The Mangyan tribes have always relied on farming for their sustenance and hunting and gathering as other ways of making a living, and have cultural norms and traditions rooted in the place where they have always been. However, their way of life is being affected by modern changes, land grabbing, and economic growth (Cadiz et al., 2019; Maentz, 2012).

In an April 1992 consultation with the Mangyan parents, they unanimously agreed that education was the most urgent need for their children. Recounting the injustices they had experienced at the hands of lowlanders, including the occupation and seizure of their ancestral lands, discrimination, and the violation of their rights, the parents emphasized that education would liberate their children from ignorance and the "culture of silence." Over two decades, from 1992 to 2017, the program admitted more than two hundred Mangyan students. While some did not finish college, many have become valuable members of their communities, serving as leaders, teachers, and health workers (Brown, 2010). From 2013 to 2017, the Mangyan education program at MEC faced dwindling funds, leading to a decline in scholars from twenty-five to twenty. This situation threatened the program's sustainability, with the possibility of terminating the recruitment of new scholars and allowing existing scholars to complete their studies. MEC was officially designated as the core of DWCSJ community extension services after extensive consultations and community visits in May 2018. Fifty Mangyan scholars were admitted to various secondary and tertiary education levels at the Divine Word College of San Jose - MEC program. Between 2018 and 2022, the center achieved notable academic successes, producing four licensed professional teachers, three business administration graduates, and two elementary education graduates.

Currently, there are twenty-two Mangyan students enrolled in Divine Word College of San Jose. Ten are male, while twelve are female, aged eighteen to twenty-five. They are taking up some courses offered, like BS Hospitality Management, BS Information Technology, Bachelor in Elementary Education, Bachelor in Secondary Education, and Skills Training in Semirara, Caluya, Antique. Their families primarily farmed, planting crops like nami, cassava, sweet potato, banana, corn, rice, and *palay kaingin* (Caoli & Tenorio, 2023). They also make handicrafts such as swings (*duyan*), balulang, mats, brooms, etc. They are selling their produce to earn a living. The education challenges the Mangyans face are not as severe as they were in the past, but they persist. In the past, Mangyan parents were reluctant to send their children to school, often viewing it as a taboo or a threat to their traditional way of life (Capacia et al., 2023). This reluctance was due to several factors, including cultural beliefs, economic constraints, and limited access to educational facilities. However, over time, there has been a gradual shift in attitudes, with more Mangyan parents recognizing the importance of education for their children's future. In addition, once students finish their studies, they are expected to return to their community to apply their knowledge and skills to serve others (Undung, 2014).

While other studies on the status of Indigenous Peoples Education (IPEd) have already been conducted and published, few of them focus on how the Indigenous Mangyan culture is taught and conceptualized while teaching mainstream competencies. The balance between the challenges of sustaining indigenous culture and complying with the standards of 21st-century education influences the schools of Mangyan students (Caoli &

Tenorio, 2023). Thus, this study aims to determine the profile, culture of acceptance, and social position of Mangyan students. With the vision of becoming a sustainable and model community in Occidental Mindoro, the DWCSJ MEC, through the efforts and initiatives of the SVD administrators, headed by Fr. Felino B. Javines, Jr., SVD, Mangyan communities, and stakeholders are making headway towards establishing themselves as an eco-cultural tourism hub.

Statement of the Problem - This study aimed to determine the profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose. This is an empirical paper on the human rights situation of Mangyan in Mindoro that aims to shed light on the issues of ethnolinguistic groups' right to access quality education. It sought to respond to the following questions: (1) What is the profile of Mangyan students in Divine Word College of San Jose in terms of sex, age, academic workloads, and course? (2) What is the level of culture of acceptance towards Mangyan students at Divine Word College of San Jose? (3) What is the status of the social position of Mangyan students in the Divine Word College of San Jose in terms of academic performance, Community Extension Service (CES), and participation in school activities? (4) Is the social position of Mangyan students in Divine Word College of San Jose significantly affected by their profile and culture of acceptance?

Significance of the Study - This study will offer critical new perspectives on how the fast-food industry in San Jose, Occidental Mindoro, may grow sustainably. This study will prove significant to the following: First, to the fast-food chain owners and managers, the study will provide valuable insights that can enhance their approaches to pricing, marketing, customer service, and operational effectiveness, all of which will support long-term success. To the employees, by emphasizing the value of employee training and service quality, this research can assist staff members in understanding how their contributions support the company's long-term viability. To the customers, the study will emphasize how client feedback affects the sustainability of businesses, motivating clients to be more involved and appreciate the services they receive. Government agencies, such as the Government Organizations: Organizations like the Department of Trade and Industry (DTI), may find the report helpful in developing policies that encourage the expansion and resiliency of regional companies. This study can be used as a basis for further research in the fast-food industry or other sectors, and it will add to the body of knowledge already available on corporate sustainability.

Scope and Delimitation of the Study - This study focused on determining the culture of acceptance and social position of Mangyan students in terms of academic performance, community extension service, and participation in the Working Student Organization at Divine Word College of San Jose. The study was limited to the Mangyan Education Center (MEC) in Divine Word College of San Jose, San Jose, Occidental Mindoro. Moreover, it was conducted from October 2024 to February 2025. The limitation of this study was the possibility of respondent rejection, including students who were too busy to participate and those who refused to comply. However, the researchers did their best to cover a reasonable scope to improve the study.

2. Methodology

Research Design - This study utilized a descriptive-correlational research design to explore the profile, culture of acceptance, and social position of Mangyan students at Divine Word College of San Jose. The design was employed to identify the demographic profile of Mangyan students in terms of sex, age, culture of acceptance among Divinian students and professors, academic workload, and course. Additionally, the study assesses the social position of Mangyan students regarding academic performance, involvement in Community Extension Services (CES), and participation in school activities. This design also explores the relationship between the students' demographic profiles and social positions at Divine Word College of San Jose.

Respondents of the Study - The researchers used complete enumeration to include all the respondents in this study. The respondents were the 22 Mangyan students who are currently enrolled in the college department during the academic year 2024-2025. They were chosen because they have exposure and experience in the different

dimensions of learning and institutional activities.

Research Instrument - The researchers used the adapted questionnaire from Calda (2008). The covers detailed information about the respondents' profiles and experiences related to academic workloads, Community Extension Service (CES), and participation in school activities of the Mangyan students. The adviser checked the adapted questionnaire and the experts in the field of research. To determine the validity and reliability of the instrument. Comments and suggestions were incorporated by the researchers to finalize the adapted questionnaire. To establish the dependability of the instrument, it was tested through a preliminary survey with participants of the same demographic. The study adopted a Cronbach's alpha result of 0.84, which displays a high relative reliability of the internal elements of the queries. This means that the instrument is dependable in achieving the research aims.

Data Gathering Procedure - To gather data, the researchers requested the assistance of the Divine Word College of San Jose administration to conduct survey questionnaires and gather information from the target respondents, who were the Mangyan students enrolled at Divine Word College of San Jose. The surveys were distributed both face-to-face and online via Google Forms. The data was collected over three days.

Statistical Treatment of the Data - The researchers analyzed and interpreted the data using both descriptive and inferential statistics. They used descriptive statistics such as frequency percentage, mean score, and ranking to answer the research question. They employed the Pearson product-moment correlation to test the significant relationship among the variables. Tables were created to simplify data presentation and facilitate relationship analysis.

Ethical Considerations - To ensure the validity and integrity of the research, they first sought approval from professors and administrators in charge of the Mangyan Education Center in Divine Word College of San Jose to administer the questionnaire to Mangyan students. This initial step was crucial in obtaining institutional support and ensuring adherence to ethical guidelines. Once approval was granted, the researchers obtained informed consent from each participant. This process involved providing clear and understandable information about the study's purpose, procedures, potential risks, and benefits. By obtaining informed consent, the researchers ensured that participants were fully aware of their involvement and could make informed decisions about their participation. To protect participant autonomy, the researchers emphasized the voluntary nature of participation. Participants were informed that they had the right to withdraw from the study at any point without any negative consequences. This ensured that participants were not pressured to continue the study. Also, no personally identifiable information was collected to protect participants' confidentiality. Instead, pseudonyms were used to conceal participant identities. This ensured that the anonymity of participants was maintained throughout the research process. The researchers adhered to the APA 7th Edition guidelines for citing and referencing the works of other scholars incorporated into the study.

3. Results and Discussions

Table 1

Profile of Mangyan students in terms of Sex, Age, Academic Workload, and Course (n=22)

Sex	Frequency	Percentage
Male	10	45.5
Female	12	54.5
Age	Frequency	Percentage
17 and below	0	0%
18-20	21	90.91%
21-23	1	4.55%
24 and above	1	4.55%

Academic Workload	Frequency	Percentage
15 and below	2	9.1%
16-18	3	13.6%
19-21	7	31.8%
22 and above	10	45.5%
Course	Frequency	Percentage
BSA	0	0
BSHM	1	4.5%
BSSED/BEED	13	59.1%
IT	1	4.5%
SKILLS TRAINING	7	31.8
Total	22	100%

Table 1 shows the profile of the respondents in terms of sex. Females have the highest percentage of respondents, 12 out of 22, or 54.5%. Male respondents account for 10 out of 22, or 45.4%. This means there are slightly more female Mangyan students at Divine Word College of San Jose than male students. This finding is consistent with Thunig (2022) and Zamzuri et al. (2023), who found that educational participation among indigenous groups may vary depending on sociocultural and economic variables. The presence of more female students may indicate increased support and encouragement for Indigenous women to pursue higher education, reflecting broader efforts to promote gender inclusivity in educational institutions. The highest age group recorded is between 18 and 20 years old, comprising 21 out of 22 respondents, which accounts for 90.9% of the total. The next age group, 21-23 years old, includes only one respondent, or 4.5%, while the 24 and above category also consists of 1 respondent, making up 4.5% of the total. Notably, there were no respondents below the age of 17. This means that most Mangyan students are not minors and have reached the typical college age, indicating that they are of legal age to make their own personal and academic choices. This suggests they will have adult responsibilities besides their studies, such as being financially independent, having a part-time job, or parental responsibilities. This finding is supported by Chung et al. (2017), who discovered that most students in higher education institutions are young adults at an optimal age for academic engagement, learning, and skill development. Because college education involves intellectual adaptability and social connection, students in this age group are expected to achieve their institution's academic and extracurricular requirements, allowing them to maximize their learning experiences and potential employment chances.

Moreover, the highest percentage belongs to students with 22 or more academic workloads, accounting for 45.5% of the respondents. The next group is those with a workload of 19-21 units, which comprises 31.8%, or 7 respondents. Meanwhile, 16-18 units account for 13.6% with three respondents, while 15 and below units account for only 9.1% with two respondents. This indicates that most Mangyan students at Divine Word College of San Jose carry a full academic workload, demonstrating their dedication to completing their studies despite potential challenges. This finding corresponds with the findings of Adriano (2023), which indicate that students who take on heavier academic loads frequently face increased pressure but also demonstrate resilience in managing their educational responsibilities. Lastly, regarding their course, the highest percentage belongs to students enrolled in Bachelor of Secondary Education and Bachelor of Elementary Education, comprising 59.1%, or 13 out of 22 respondents. This is followed by students taking skills training courses, making up 31.8%, or seven respondents. Meanwhile, BS Hospitality Management and BS Information Technology have one respondent, accounting for 4.5% of the total. No respondents were enrolled in the Bachelor of Science in Accountancy program. This indicates that most Mangyan students at Divine Word College of San Jose prefer to work in education, possibly because they want to help their communities by becoming educators. This finding corresponds with the research of Arcinas et al. (2018), who found that students from indigenous groups frequently choose courses that allow them to give back to their communities while providing stable career opportunities. Furthermore, it emphasizes the role of education as a tool for empowerment among Mangyan students.

Table 2*Mean Level of Culture of Acceptance of Mangyan Students*

INDICATORS	Weighted Mean	Verbal Description
1. My non-Mangyan classmate knows that I am a Mangyan	3.55	High level
2. My non-Mangyan classmate treated me like their other non-Mangyan classmate	3.59	High level
3. My non-Mangyan classmate helped me with my academic difficulties	3.50	High level
4. My non-Mangyan classmates do not discriminate against me	3.64	High level
5. My non-Mangyan classmates want to find out about my traditions and cultural beliefs	3.45	High level
6. My professors know that I am a Mangyan	3.45	High level
7. My professors treated me like one of their other non-Mangyan students	3.45	High level
8. My professors help me with my academic difficulties	3.77	High level
9. My professors do not discriminate against me	3.23	Moderate level
10. My school promotes equality for all students	3.55	High level
COMPOSITE MEAN	3.52	High level

Table 2 shows the mean level of cultural acceptance of Mangyan students in Divine Word College of San Jose. The weighted mean of all indicators ranges from 3.64 to 3.77, and the composite mean is 3.52. This indicates that the skills of Mangyan students at Divine Word College of San Jose are being developed in their careers. The high composite mean (3.52) suggests that the acceptance of Mangyan students and their proficiency in the educational aspect is a positive indication of their readiness for future opportunities, including their careers. Programs that focus on developing the skills of Mangyans allow for expanding knowledge and improving their personal and professional capacities. And this reflects the support and steps teachers and institutions take to help them succeed. Thus, cultural acceptance and strengthening students' skills from marginalized communities help their academic and professional development (Abdalla & Moussa, 2024). This statement highlights the importance of accepting and supporting the culture and abilities of students from marginalized communities. As such, you can explain that teachers and institutions play a vital role in addressing the needs of students from these communities to help them succeed. Steps such as creating an inclusive and culturally responsive environment help students thrive. In this way, they showcase their abilities and become more empowered in their academics and careers. Welcoming indigenous students, such as the Mangyans, is essential in helping them practice their skills. In programs that focus on skill development, students' potential in terms of their careers is recognized. Also, having a culture of acceptance within the school and community helps them recognize and support innovative and practical knowledge. This high score on the indicators shows that Mangyan students benefit from programs that focus on their skills and prepare them for their careers. These programs may include training in technical skills (Briñosa et al., 2024).

Table 3*Mean Level of Status of Social Position in terms of Academic Performance, Community Extension Service, and Participation in School Activities*

INDICATORS (Academic Performance)	Weighted Mean	Verbal Description
1. I recite and participate well in class.	3.59	High Level
2. I compete with my non-Mangyan classmates academically.	3.55	High Level
3. I may not be ashamed to answer and share my ideas.	3.36	High Level
4. I excel in every quiz and activity.	3.45	High Level
5. I received good grades every semester.	3.50	High Level
6. I seek academic support when I'm struggling with my classes.	3.14	Moderate Level
7. I complete my assignments and projects on time.	3.55	High Level
8. I review my notes and study regularly to improve my understanding of lessons.	3.68	High Level
9. I manage my time well to balance academics and other activities.	3.55	High Level
10. I believe my academic achievements have inspired others in my community.	3.73	High Level
Composite Mean	3.51	High Level

INDICATORS (Community Extension Service)		
1. I participate in different CES of my department/group.	3.45	High Level
2. I participate in different CES at my school.	3.50	High Level
3. I enjoy participating in different CES activities.	3.36	High Level
4. I know that CES is a part of my life here in DWCSJ.	3.45	High Level
5. I encourage my fellows to participate in CES actively.	3.27	High Level
6. I value the impact of CES on both my personal development and the community.	3.41	High Level
7. I am motivated to continue engaging in CES throughout my academic career.	3.36	High Level
8. I feel more connected to my school because of CES.	3.36	High Level
9. I am pleased to represent my school in community extension activities.	3.41	High Level
10. I'm prepared to commit my time to upcoming CES activities.	3.68	High Level
COMPOSITE MEAN	3.43	High Level
INDICATORS (Participation in School Activities)		
1. I participate in the Institutional Mass.	3.82	High Level
2. I participate and vote during the General Students' Election.	3.68	High Level
3. I actively participate in the school's intramurals.	3.73	High Level
4. I participate in the College Days.	3.59	High Level
5. I participate in the department activities.	3.68	High Level
6. I participate in the College Acquaintance Party.	3.55	High Level
7. I participate in Student Orientation	3.68	High Level
8. I participate in the foundation.	3.68	High Level
9. I participate in environmental programs like tree planting and clean-up drives.	3.45	High Level
10. I participate in the school's seminars and leadership development programs.	3.59	High Level
COMPOSITE MEAN	3.65	High Level

Legend: 3.25-4.00 High Level, 3.50-3.24 Moderate Level, 1.79-2.49 Low-Level, 1.00-1.74 Very Low Level

Table 3 shows the mean social position status level regarding academic performance, community extension service, and participation in school activities. The composite mean of 3.51, 3.43, and 3.65, respectively, shows a high level of agreement from the respondents. For academic performance, the result indicates that Mangyan students at Divine Word College of San Jose are highly engaged in their studies, demonstrating resilience and dedication to academic success in the face of potential challenges. Their active participation in class and commitment to coursework demonstrate their desire to succeed in higher education. However, the lower ratings for academic support-seeking behaviors may indicate a need for additional resources to assist them in overcoming academic challenges. This finding is supported by the study of Wa-Mbaleka (2013), which found that Indigenous students with access to adequate academic resources and institutional support perform well despite socioeconomic disadvantages. Furthermore, Vecaldo et al. (2020) emphasized that Indigenous students' academic success is closely related to their resilience and ability to adapt to new educational environments. Continuous support systems like mentorship programs and academic assistance could help them improve their educational experiences and overall success.

Furthermore, community extension service is key in enhancing access to essential resources and services for underserved populations. It is supported by the study of Wa-Mbaleka (2013), which advises that schools should use a comprehensive approach to community and human development to successfully educate Mangyan students. They have to set high criteria and offer help and encouragement to meet them. Teachers need to discover the Mangyan's culture. Placing the school within or close to the Mangyan neighborhood in the school's improvement is a crucial factor to consider as part of encouraging citizens to be active. The last variable shows that the social position of the respondents, in terms of participation in school activities, has a composite mean of 3.65. It demonstrates that all indicators produced high-level results, with weighted means ranging from 3.60 to 3.70. Furthermore, extracurricular activities foster relationships, teamwork, communication, and a sense of belonging. The school recognized them and provided them with fair and appropriate opportunities that would enable them to succeed and fit in with society. This is supported by the study of Vecaldo et al. (2020). One of the marginalized socioeconomic groups that make up the minority population of the Philippines is acknowledged to be the indigenous peoples (IPs). Using a descriptive-correlational design, this study examined the relationship between 1,860 IPs enrolled at a public institution in the northern Philippines and their academic profiles and college readiness.

Table 4*Status of Social Position of Mangyan Students in terms of Academic Performance (Average Grade Bracket)*

Average Grade Bracket	Frequency	Percentage
75-80	0	0
81-86	9	40.9
87-92	7	31.8
93-100	6	27.3
Total	22	100%

Table 4 presents the academic performance of Mangyan students at Divine Word College of San Jose, categorized by their average grade brackets. The highest percentage (40.9%) of students fall within the 81-86 grade range, totaling nine respondents. This is followed by 31.8% (7 students) with average grades between 87 and 92. Meanwhile, 27.3% (6 students) achieve grades in the 93-100 range. Notably, no students fall within the 75-80 grade bracket. This indicates that most Mangyan students at Divine Word College of San Jose perform at an average to above-average academic level, with none falling into the lowest grade bracket (75–80). The concentration of students in the 81–86 and 87–92 ranges suggests a stable academic performance, while 27.3% achieving high grades (93–100) highlights the academic potential and excellence among some Mangyan students. This finding corresponds with Vecaldo et al. (2020), who found that Indigenous students, despite facing educational barriers, can achieve high academic performance when given adequate support and resources. Similarly, Wa-Mbaleka (2013) and Cochrane & Maposa (2018) found that Indigenous students thrive when schools use culturally responsive teaching methods and create a supportive learning environment. Mangyan students' relatively high academic performance indicates adaptability to traditional learning environments. However, it emphasizes the importance of ongoing academic support, culturally inclusive curricula, and community engagement in ensuring their long-term success.

Table 4 presents the social position of Mangyan students at the Divine Word College of San Jose. It shows that factors such as sex, age, academic workload, and course do not significantly impact the students' educational performance since the p-value of 0.312 exceeds the 0.05 alpha level to be substantial. Moreover, there is no significant relationship between the profile and social position in community extension services because of the p-value of 0.636. This leads to the acceptance of the null hypothesis. The data support the null hypothesis in both cases, indicating that sex, age, academic workload, and course do not significantly affect academic performance or social position in community extension services. The p-values of 0.312 for academic performance and 0.636 for community extension services suggest that these variables are not strong predictors or factors influencing student outcomes in the areas assessed. This conclusion highlights the need for further research to identify other potential factors that may significantly impact these aspects of student life. This study reveals that Mangyan learners in the examined school system achieve the highest scores on standardized tests in the Province of Occidental Mindoro.

Table 4*Correlation Coefficients and p-values for Hypothesis Testing*

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Profile & Social Position						
Profile → Social Position (Academic Performance)	-0.226	0.051	2.086	1.038	0.312	Not Significant
Profile → Social Position (Community Extension)	0.107	0.011	2.086	0.481	0.636	Not Significant
Profile → Social Position (Participation in School Activities)	-0.420	0.176	2.086	2.069	0.050	Significant
Profile → Social Position	-0.270	0.073	2.086	1.254	0.224	Not Significant

Culture of Acceptance & Social Position						
Culture of Acceptance → Social Position (Academic Performance)	0.819	0.670	2.086	6.376	0.001	Highly Significant
Culture of Acceptance → Social Position (Community Extension)	0.567	0.321	2.086	3.077	0.001	Highly Significant
Culture of Acceptance → Social Position (Participation in School Activities)	0.605	0.366	2.086	3.398	0.001	Highly Significant
Culture of Acceptance → Social Position	0.805	0.648	2.086	6.068	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

However, an informal discussion with a public school teacher, who teaches other Mangyan students, highlighted that these learners face significant challenges in their overall learning. It means someone (a researcher, fellow educator, or concerned individual) casually conversed with a public school teacher who teaches Mangyan students. Through that conversation, they discovered that these students face many learning challenges. An informal discussion with a public school teacher simply means a casual or non-official conversation; it's when someone talks to the teacher in a relaxed setting. The study wanted to find out what teaching methods work best in helping Mangyan students succeed in their education. Additionally, it became essential to examine the difficulties faced by teachers in the selected school system when trying to provide these students with a high-quality education. Wa-Mbaleka (2013) found that teachers have not always been effectively prepared to teach IP students nor supplied with resources to assist them to progress their capabilities and skills (OECD, 2017; Robiños et al., 2020).

4. Conclusions

The study leads to the following conclusions. Based on the data gathered, there are 10 male (45.45%) and 12 female (54.55%) Mangyan students at Divine Word College of San Jose. Their ages range from 18 to 20 years old. Regarding academic workload, 40.91% take a whole load of 22 or more units, 22.73% are enrolled in 19 to 21 units, 18.18% take 16 to 18 units, and 18.18% have a lighter load of 15 or fewer. These findings indicate that most Mangyan students carry a heavy academic workload, showing their determination and effort to finish their studies despite any difficulties. Moreover, the study shows a high level of acceptance among Divinian students and professors, with a composite mean of 3.52. This implies that Mangyan students feel welcomed, which positively affects their academic performance and participation in school activities.

Nevertheless, some still experience exclusion, leading to social withdrawal. To address this, institutional efforts like scholarships and cultural programs help foster inclusivity, emphasizing the need to maintain a strong culture of acceptance. Regarding social positions of Mangyan students in terms of academic performance, Mangyan students demonstrate strong academic performance, with a composite mean of 3.45. Despite financial and social challenges, they generally meet academic expectations. Their commitment to studies often leads them to prioritize coursework over extracurricular activities. However, heavier academic workloads may impact their ability to balance school responsibilities. Regarding their Community Extension Services (CES) involvement, Mangyan students exhibit varying levels of participation in CES programs. Some actively engage in outreach and volunteer work, while others struggle to balance academic demands with community service. Therefore, institutional support, such as flexible scheduling and additional resources, can help increase participation in CES activities. In terms of the involvement in school activities, Mangyan students show a high level of involvement, with a composite mean of 3.65. However, some hesitate due to academic pressures, personal reservations, or cultural differences. While overall engagement is strong, not all students feel equally involved. Hence, addressing barriers like time constraints and enhancing institutional support can improve inclusivity. Regarding the factors affecting social position in Profile, the social position of Mangyan students is not significantly

affected by their profile. However, students with heavier workloads may participate less in activities, and those in education-related programs often need to dedicate more time to their studies, which can limit their social engagement. Lastly, the culture of acceptance—a strong culture of acceptance—supports academic success and school involvement. Students who feel welcomed tend to perform better and engage more, while those who experience exclusion may withdraw socially. Thus, maintaining institutional support ensures equal opportunities for all Mangyan students.

4.1 Recommendations

The following recommendations are made based on the findings and conclusions of the study: Divine Word College of San Jose may offer targeted support and resources for female students, such as fostering inclusive environments, given their majority in the population. With the significant percentage of students enrolled in BEED and BSED programs, it is also recommended that the academic pathways be enhanced through specialized mentoring and tutoring. Additionally, given that the students are aged 18-25, to manage substantial academic workloads, they may implement stress management programs, time management, study skills, and academic counseling services to navigate their studies effectively. It is recommended that the institution host a cultural awareness program featuring Mangyan culture to promote understanding among students and teachers. Training for teachers on culturally responsive teaching may ensure equitable support for Mangyan and non-Mangyan students, bridging cultural gaps and academic support. The institution may establish a robust academic support system, such as tutoring and mentoring, with an open channel for communication to allow for feedback and understanding of their needs. Also, regular workshops and training sessions for teachers in an inclusive learning environment may heighten awareness and effectiveness in engaging diverse students. It is recommended that DWCSJ expand the range of CES activities by incorporating the cultural values of the Mangyan community. They may establish partnerships with local organizations and community leaders that may provide resources and experiential learning opportunities, linking experiences to real-world applications and promoting the achievement of Mangyan students to strengthen the connection between the college and community. DWCSJ may consider developing targeted school programs that specifically incorporate and celebrate the rich cultural heritage of the Mangyan community. Also, they may improve institutional efforts in promoting upcoming activities through diverse communication networks that cater to the Mangyan students' preferences and regular evaluation of involvement and satisfaction to inform continuous improvement strategies. It is recommended that DWCSJ implement a holistic support program that addresses the Mangyan students' emotional, social, and academic needs. Also, reducing stereotypes and promoting inclusiveness through workshops for the larger college community fosters cultural awareness. DWCSJ may conduct workshop training, such as cultural exchange activities for students and teachers, to encourage appreciation and acceptance of Mangyan heritage and advocate for inclusive policies to break down barriers and build friendships. Future researchers should conduct longitudinal studies to provide valuable insights on how their social positions and academic performance evolve. They may also incorporate qualitative research methods to capture students' personal experiences and challenges through interviews and focus groups.

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Marketing strategy, service quality, and sales performance of restaurants in San Jose, Occidental Mindoro

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Abstract

This study examines the relationship between marketing strategy, service quality, and sales performance in selected restaurants in San Jose, Occidental Mindoro, consisting of 93 employees and 183 customers. It explores how various marketing approaches and service standards impact Cavana, Red Tomato Modern Italian, El Sorbetero's business performance, Kusina ni Lea, Seasons Hotel and Convention Center, and Grandiya's Venue and Restaurant. Utilizing a quantitative research design, data were gathered through surveys conducted with restaurant owners, managers, staff, and customers. Since most of the respondents strongly agree with the questionnaire provided, the restaurants' products are served with good quality, are quite budget-friendly, and are visibly accessible. Findings suggest that restaurants implementing well-structured marketing strategies and maintaining a high-service quality experience have greater customer retention, enhanced sales performance, and a more decisive competitive advantage. The study highlights consumer preferences, emphasizing the importance of customer feedback in shaping service improvements and marketing efforts essential for growth and sustainability. The results offer valuable insights for restaurant owners and managers in refining marketing approaches and service delivery to improve profitability and operational efficiency. By integrating effective marketing with superior service quality, restaurants can build a strong market presence, attract more customers, and ensure long-term success in a highly competitive food service environment. This research contributes to the growing body of knowledge in business administration, particularly in marketing and service management. It is a practical guide for entrepreneurs and professionals in crafting informed decisions and plans. Thus, restaurants may maintain cleanliness and proper sanitary procedures, which are essential for attracting and retaining their customers.

Keywords: marketing strategies, service quality, sales performance, customer satisfaction, cleanliness and sanitation

Marketing strategy, service quality, and sales performance of restaurants in San Jose, Occidental Mindoro

1. Introduction

Restaurants are a dynamic and competitive industry that relies on the strategic balance of marketing efforts with prime service quality to guarantee customer satisfaction and loyalty (Diaz, 2023). In today's market, especially in smaller, geographically distinct areas like San Jose, Occidental Mindoro, it's all about who stands out through effective marketing and superior service quality to drive sales performance and business sustainability. Moreover, restaurants always fight a losing battle against changing customer preferences, higher competition, and even external factors such as changes in supply chains and dynamics of labor market levels (Kotler & Keller, 2016). In the food service industry, customers evaluate the product standard and the service quality they receive during their dining experience. As a result, when consumers value the dining experience highly regarding intellectual and motivational attributes, process-related factors include a takeaway order system, an order tracking system, and food preparation time. People-related factors include focusing on customers' special requests, peer group influence, and making them feel special. Physical environment: walking space, restaurant architecture, and directional signals; performance-related factors: food provided at a suitable temperature, meal presentation, and portion size at the restaurant. The researchers created one model for service quality characteristics (Vasani et al., 2024).

Food quality, service quality, pricing strategy, and ambiance all impact customer retention in different restaurants, with customer happiness as a mediating element (Al-Tit, 2025). Customer satisfaction grew dramatically due to improved meal quality and price strategies. In addition, service quality and ambiance did not substantially impact consumer satisfaction. Furthermore, cultural similarities bolstered the link between food quality and consumer happiness. Finally, customer satisfaction has a significant impact on client retention. This study gives valuable insights for Indonesian restaurant operators in Taiwan, emphasizing the importance of service quality and restaurant environment, food quality, and price in promoting customer happiness and increasing retention (Mujahida et al., 2024).

San Jose, Occidental Mindoro, is a growing hub for tourism and local dining experiences, attracting regular customers and tourists alike. With such a diverse customer base, it becomes increasingly vital for restaurant owners and managers to develop a deep understanding of how their marketing strategies and service delivery affect their sales outcomes (Candelario et al., 2023). The role of marketing strategies, such as promotional campaigns, menu innovations, and customer relationship management, combined with quality-of-service speed, efficiency, and staff demeanor, forms the basis of this study's investigation. The previous organizational structure prioritized stakeholders and carried out all operations to their satisfaction. With the advent of globalization and many countries lowering their market entry barriers, competition has increased dramatically, causing changes in many facets of corporate operations and management decisions. As a result, firms pursuing sustainability prioritize customers in their operations, and many managerial decisions are also shifting to them. Unlike product-oriented enterprises, service-oriented sectors are among the world's largest, with growth measured by volume, complexity, and sophistication. This study explores the relationships among marketing strategies, service quality, and sales performance in the restaurant industry, particularly in San Jose, Occidental Mindoro. As the researchers examined the elements, this study provided insights into how restaurant businesses can achieve competitive advantage, sustain profitability, and enhance customer loyalty.

Statement of the Problem - This study aimed to determine the effect of marketing strategy and service quality on the sales performance of restaurants in San Jose, Occidental Mindoro. Specifically, this study sought to answer the following questions: (1) What is the level of marketing strategies employed by restaurants in terms of product, price, place, and promotion? (2) What is the status of service quality of restaurants in terms of cleanliness and

sanitation, and customer service? (3) What is the level of sales performance of restaurants in San Jose, Occidental Mindoro? (4) Is the level of sales performance significantly affected by marketing strategy and service quality?

Significance of the Study - This study offers substantial contributions to various stakeholders in the restaurant industry, particularly in San Jose, Occidental Mindoro: restaurant owners and managers. Insights from this research will help local restaurateurs refine their marketing approaches and improve service quality, ultimately leading to enhanced customer satisfaction and improved sales performance. By understanding the direct and indirect effects of marketing and service quality, owners can make informed decisions to optimize business operations. Marketing and Sales Personnel. This research highlights the critical role that marketing strategies play in influencing restaurant sales. Marketing and sales personnel can use the findings to align their promotional efforts more effectively with customer preferences, market demands, and the restaurant staff. By focusing on service quality, the study will show how the staff's performance, attitude, and efficiency contribute to customer satisfaction and retention. Competitors and Peers. The findings of this study will be valuable for benchmarking purposes, allowing competitors and peers in the restaurant industry to evaluate their marketing strategies and service quality practices. Suppliers and Vendors. As partners in the supply chain, suppliers and vendors will benefit from understanding their role in restaurants' marketing and operational success through the collaboration of academic researchers and industry experts. The study will add to the existing body of literature on service quality, marketing strategies, and sales performance, particularly in the context of restaurants in geographically distinct areas such as Occidental Mindoro, for future researchers. The study will serve as a guide and related literature to future researchers that could give them some knowledge about the sales performance of the restaurants in San Jose, Occidental Mindoro.

Scope and Delimitation of the Study - This study focuses on the marketing strategies, service quality, and performance of selected locally owned and independent restaurants in San Jose, Occidental Mindoro, specifically examining the four P's of marketing: product, price, place, and promotion. Data were gathered from a range of respondents, including customers (regulars, first-time visitors, and occasional diners), restaurant staff (shift managers, kitchen personnel, and front-of-house staff), management and marketing personnel (general managers, sales and marketing managers, and owners), as well as suppliers, vendors, and industry experts. The study is limited to six existing establishments in San Jose, Occidental Mindoro—Season's Hotel and Restaurant, Grandiya Venue and Restaurant, Kusina ni Leah, Cavana, El Sorbetero, and Red Tomato—operating from September to February 2025. It excludes fast-food chains and franchises to focus on the challenges and opportunities faced by small and medium-sized enterprises (SMEs) in the local setting.

2. Methodology

Research Design - This study used a descriptive-correlational design to determine the level of marketing strategy, service quality, & sales performance. Moreover, a correlational design determined the relationship among the three variables.

Respondents of the Study - The respondents of this study were the customers & employees of Season's Hotel and Restaurant, Grandiya Venue and Restaurant, Kusina ni Leah, Cavana, El Sorbetero, and Red Tomato. They were very knowledgeable about the operation of the restaurant. Moreover, out of 121 employees, the computed sample size was 93, while for the number of customers, out of 346, the computed sample size was 183. The sample size was calculated using Slovin's formula with a 5% margin of error and a 95% confidence level. In addition, the respondents were chosen randomly to avoid any biases.

Research Instrument - The main instrument of this study was an adapted questionnaire developed by Suratos (2022). The researchers used the 4-point Likert scale to obtain the respondents' responses. To determine the applicability and content of the adapted questionnaires to the variables, expert validity was applied. The experts came from the senior high and college departments of the DWCSJ. The researchers followed the experts' comments and suggestions.

Data Gathering Procedure - The researchers made a formal letter for the respondents to answer the questionnaire and asked for permission from the respondents if they were willing to participate in this study. The letter was also checked by the research adviser and the college dean; after approval, the researcher distributed the survey questionnaires to gather data. The survey questionnaires are printed and distributed physically and collected within 3-4 weeks to gather all the data from online & face-to-face surveys.

Statistical Treatment of the Data - To treat the data, the researchers used weighted means to determine the level of marketing strategy, service quality, & sales performance of the restaurants in San Jose, Occidental Mindoro. Moreover, Pearson's r-moment correlation and regression analysis were used to determine the relationship between the variables.

Ethical Considerations - The researchers sought validation of the research questionnaires from the research advisor and experts from DWCSJ, and they were approved. Then, the researchers give the consent letter to the respondents so that they have a clear and concise understanding of their participation in this research study; they are free to decline the request for participation. The respondents accepted the request, and the researcher clarified that their participation is voluntary, that the data is managed with strict confidentiality, and that their identity and responses are not shared with anyone. To publicly recognize their work, the researchers cite the authors using the APA 7th edition.

3. Results and Discussions

Table 1

Mean Level of Marketing Strategy employed by the Restaurants in terms of Product, Price, Place, and Promotion

INDICATORS (Product)	Weighted Mean	Interpretation
1. The restaurant's product is good quality and served hot/cold.	3.57	High Level
2. The restaurant has a variety of products that most customers would order.	3.75	High Level
3. The restaurant offers products that are in demand.	3.64	High Level
4. The restaurant caters to the suitable products based on customers' preferences.	3.27	High Level
5. The restaurant's product is well served with good packaging.	3.40	High Level
COMPOSITE MEAN	3.52	High Level
INDICATORS (Price)		
1. The restaurant offers discounts to loyal customers.	3.09	Moderate Level
2. The bulk/bundle pricing is implemented in the restaurant.	3.15	Moderate Level
3. The pricing strategy is based on the restaurant's competition-based pricing.	3.12	Moderate Level
4. The restaurant offers different combos that match my budget.	3.20	Moderate Level
5. The restaurant has budget meals/savers that suit students.	3.21	Moderate Level
COMPOSITE MEAN	3.15	Moderate Level
INDICATORS (Place)		
1. The restaurant is accessible to me.	2.64	Moderate Level
2. The restaurant has a drive-through option if I am on rush.	1.42	Very Low Level
3. The restaurant provides spacious parking spaces for the guests.	3.24	Moderate Level
4. We have access to complimentary WiFi of the restaurant.	3.22	Moderate Level
5. The restaurant offers both indoor and outdoor dining options.	3.54	Very Low Level
COMPOSITE MEAN	2.81	Moderate Level
INDICATORS (Promotion)		
1. I can see promotional advertisements through flyers and signages.	3.58	High Level
2. Transpo Advertising (Signs on Public Transportation) was used to promote the restaurant's products and/or services.	3.50	High Level
3. The restaurant frequently posts on social media regarding store updates.	3.61	High Level
4. The restaurant had promos with events to boost people's engagement.	3.61	High Level
5. The restaurant gives away fliers to passing customers.	3.50	High Level
COMPOSITE MEAN	3.54	High level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level.

Table 1 presents the mean level of marketing strategy employed by the selected restaurants in San Jose, Occidental Mindoro, evaluated in terms of product, price, place, and promotion. The product and promotion

strategies obtained high mean scores among these components, while price and place received moderate ratings. In terms of product, the weighted mean of 3.52 indicates that the restaurants are highly consistent in offering quality food that meets customer expectations in terms of variety, presentation, and taste. This supports the findings of Ramaraj (2017), who noted that perceived food quality significantly influences customer satisfaction and behavioral intentions in the restaurant industry. His study revealed a 50% positive correlation between meal quality and customer satisfaction, suggesting that product excellence remains a strong determinant in shaping customer loyalty and repeat patronage. On the other hand, the price strategy had a weighted mean of 3.15, interpreted as a moderate level. This suggests that while the restaurants generally offer budget-friendly menus, pricing is not necessarily the primary factor influencing customer choice. According to Porcheva & Bozev (2022), pricing strategies prioritizing value-based approaches tend to deliver better profitability than those based solely on competition or cost. Additionally, Sales et al. (2024) emphasized that discounts and promotions can effectively persuade customers to engage with a brand, even if pricing is not consistently low. This insight explains why some customers were drawn to the food offerings when discounts were applied, despite pricing being a secondary consideration. Moreover, the place component recorded a mean score of 2.81, also classified under the moderate level. This implies that while the locations of the restaurants are generally acceptable, there are notable limitations in terms of physical accessibility and convenience features, such as the availability of drive-throughs or diversified seating arrangements. Erkmén (2019) pointed out that a restaurant's location and ambiance significantly influence customer perceptions and overall dining satisfaction. Similarly, Rajput & Gahfoor (2020) found that customers are more likely to favor conveniently located restaurants, especially near workplaces, offering a pleasant dining atmosphere and menu diversity. Lastly, the promotion aspect achieved the highest weighted mean of 3.54, indicating a high level of effectiveness. This result suggests that the restaurants actively utilize various promotional tools such as social media platforms, printed flyers, signage, and event-based advertising to attract and retain customers. As highlighted in the study by Abdeelhamied (2013) and Mobarak et al. (2022), sales promotions are an essential marketing tactic in the food industry to influence consumer decisions. However, the study also warns that the effectiveness of promotions may diminish once the campaign ends, potentially offsetting gains if not sustained by ongoing efforts. In summary, the findings suggest that while the selected restaurants have successfully implemented product quality and promotional campaigns, there is a need for improvement in pricing strategies and physical setup to enhance overall marketing effectiveness and customer experience.

Table 2

Mean Level of Service Quality in the Restaurants in terms of Cleanliness & Sanitation and Customer Service

INDICATORS (Cleanliness & Sanitation)	Weighted Mean	Interpretation
1. The food was served with quality, as it was clean and dirt-free.	3.52	High Level
2. No pests are seen around the restaurant.	3.78	High Level
3. The restaurant frequently checks the area for insects in the surroundings.	3.54	High Level
4. The restaurant never had a complaint about cleanliness.	3.78	High Level
5. The management/admins always remind the crew to wash & sanitize their hands before coming near the food/products.	3.68	High Level
COMPOSITE MEAN	3.62	High Level
INDICATORS (Customer Service)		
1. The restaurant has a high rating and good recommendations on an online platform	3.55	High Level
2. The restaurant offers loyalty cards to the guests.	3.59	High Level
3. The restaurant offers complimentary food for special occasions, such as a free birthday cake.	3.46	High Level
4. The restaurant offers a suggestion box and reviews & feedback through physical and online platforms.	3.55	High Level
5. The management offers an immediate response to the customer's concern.	3.73	High Level
COMPOSITE MEAN	3.58	High Level

Legend: 3.25–4.00—Very Highly Evident; 2.50–3.24—Moderate Level; 1.75–2.49—Low Level; 1.00–1.74—Very Low Level

Table 2 shows the service quality of the restaurants in terms of cleanliness & sanitation and customer service. The results indicate a composite mean of 3.62 for cleanliness and sanitation, corresponding to a high level. This

suggests that the hygiene standards in the surveyed restaurants are well maintained and observable by customers, which is a critical factor influencing their decision to return and dine. The restaurants demonstrate a strong commitment to food safety through regular cleaning, staff hygiene practices, and no customer complaints about cleanliness. This aligns with the findings of Nderitu & Mutinda (2024), who emphasized that maintaining a clean environment significantly improves customer satisfaction and loyalty. Cleanliness is essential for enhancing dining experiences and reducing foodborne illnesses, especially in less-developed areas where poor hygiene contributes to significant health issues. Regarding customer service, the data reveals a composite mean of 3.58, which is also interpreted as a high level. This reflects that restaurant staff effectively attend to customer needs, resulting in high satisfaction ratings. The use of loyalty programs, complimentary offerings during special occasions, and open feedback channels illustrate the restaurants' proactive approach to building customer relationships and improving service delivery. Quick responses to customer concerns further reinforce their commitment to service excellence. These findings are supported by Averina et al. (2023), who stated that sustainable employee performance, which involves consistent efforts to align personal growth with organizational goals, is essential in the service industry. Restaurants that invest in staff development and create supportive work environments are more likely to retain skilled employees and provide consistent, high-quality customer service. Overall, cleanliness and customer service emerged as strong components of service quality, contributing to positive customer experiences and repeat patronage in San Jose's restaurant industry.

Table 3

Mean Level of Sales Performance of Restaurants

INDICATORS	Weighted Mean	Interpretation
1. I am satisfied with the food that they serve.	3.80	High Level
2. I enjoy staying in their fast food while eating.	3.82	High Level
3. The staff serves me with respect during my visit.	3.79	High Level
4. I am happy due to the ambiance of the surroundings.	3.73	High Level
5. I will recommend the fast food to my family, friends, and colleagues.	3.68	High Level
6. I receive my order within a reasonable time.	3.79	High Level
7. I am satisfied with my overall experience in this fast-food restaurant.	4.00	High Level
8. The food quality meets my expectations.	3.38	High Level
9. My order was accurate and complete.	3.38	High Level
10. The fast food is clean and well-maintained.	4.00	High Level
COMPOSITE MEAN	3.58	High Level

Legend: 3.24-4.00 – Very Highly Evident; 2.50-3.24 – Moderate Level; 1.75-2.49 – Low Level; 1.00-1.74 – Low Level

Table 3 indicates the mean level of the restaurant's sales performance, with a composite mean of 3.58, a high level. All indicators weighted mean ranges from 3.68 to 4.00, which shows that the restaurant's operation was in good condition. They already get their return on investment, which indicates that the restaurant's operation and performance are well managed. The data suggests that restaurants consistently meet their sales targets through effective strategies such as targeted advertising campaigns, suggestive selling, and diverse promotional techniques. Seasonal promotions and special occasion-based offers have also contributed to high sales during peak periods. Furthermore, by catering to specific market segments such as students and offering budget-friendly menus, the restaurants demonstrate adaptability and strategic planning to sustain and improve sales performance. As Ahmed et al. (2023) state, the success of restaurants relies on carefully planned advertising campaigns and pricing strategies that are customized to fit the unique needs of each restaurant and its specific market. Restaurants use a variety of strategies to achieve strong sales performance in a competitive market. By investing in advertising and managing costs effectively, they aim for precise, measurable results, such as increased market acceptance and higher sales (Nuseir et al., 2023). Maintaining high product quality and connecting with the right customer base also play a key role in holding onto market share and tackling marketing challenges.

Table 4 shows the correlation coefficient and p-values for hypothesis testing. Based on statistical results, the restaurant's sales performance is not significantly affected by the marketing strategy in terms of price and promotion, with corresponding p-values of 0.631 & 0.583, respectively. This indicates that the customers are not basing their price and promotion on choosing where to dine, and it is not affecting the sales performance of the

restaurants since customers are choosing to eat in the restaurant. However, the product & place of restaurants are proven to be significant; this means that customers' beliefs and purchasing decisions are greatly influenced by the quality and accessibility of the restaurant offerings, which are thought to assess the qualities and values of the product. Based on this assessment, customers determine the worth of a company's name and goods. It is one of the key factors that determines whether a product or business as a whole succeeds. Moreover, customers' beliefs and purchasing decisions are greatly influenced by the data, which is thought to assess the qualities and values of the product. Based on this assessment, customers determine the worth of a company's name and goods. It is one of the key factors determining whether a product or business succeeds (Rajput & Gahfoor, 2020). In addition, the sales performance of restaurants is significantly affected by cleanliness & sanitation but not affected by customer service. This indicates that customers are considering the restaurant's cleanliness & sanitation when choosing where to dine, which reflects the restaurant's sales performance. In contrast, customer service is not observable by the customer when they consider when to eat, and it does not affect sales performance. In addition, Taştan & Soylu (2023) added that the last customer you serve will likely make another purchase from you shortly. This isn't just a coincidence; it's a direct outcome of the rapport you've developed by superior customer service. Take good care of your customers, and they will come back. Take good care of the goods, and they won't. Customer service also assists clients in being satisfied with a specific brand of goods and services launched by the business. It keeps the clients informed about recently released products and services.

Table 4

Correlation Coefficients and p-values for hypothesis testing

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Marketing Strategy & Sales Performance						
Marketing Strategy (Product) → Sales Performance	0.096	0.099	1.976	15.092	0.048	Significant
Marketing Strategy (Price) → Sales Performance	-0.099	0.976	1.976	8.339	0.631	Not Significant
Marketing Strategy (Place) → Sales Performance	0.090	0.008	1.976	19.365	0.049	Significant
Marketing Strategy (Promotion) → Sales Performance	-0.042	0.002	1.976	0.550	0.583	Not Significant
Marketing Strategy → Sales Performance	-0.74	0.006	1.976	0.971	0.333	Not Significant
Service Quality & Sales Performance						
Service Quality (Cleanliness & Sanitation) → Sales Performance	0.434	0.189	1.976	6.301	0.001	Highly Significant
Service Quality (Customer Service) → Sales Performance	0.113	0.013	1.976	1.487	0.139	Not Significant
Service Quality → Sales Performance	0.271	0.073	1.976	3.681	0.001	Highly Significant

Legend: pd : p -value < 0.001 Highly Significant ; p -value < 0.05 Significant

4. Conclusions

Based on the study's findings, the researchers conclude the following: As reflected in the data gathered, customers in the fast food industry in San Jose, Occidental Mindoro, were happy with the service provided by the industry staff. Customers generally praised the speed of service, which directly added to their overall satisfying experience. It demonstrates that how employees behave significantly impacts how clients view the caliber of services. The findings show that fast-food restaurants gain from providing online services since they meet the needs of their customers, who want quick service. Customer satisfaction, as reflected by the fact that most customers strongly agree, indicates that satisfying the customers in the fast-food industry was achieved. Customer service is significant to the business growth of each fast-food sector in San Jose, Occidental Mindoro. A statistically significant link between customer satisfaction and customer service indicates that greater customer

satisfaction is closely related to enhanced customer service. Among all the service-related factors assessed, the availability of mobile/online ordering options is the sole one that significantly influences business growth. This suggests that service speed, staff personality, and customer service may not directly affect business growth.

Recommendations

The results described above lead to the following suggestions: The management team may maintain good staff and customer relationships to continue the growth of the business, which could lead to much bigger success. The management may concentrate on improving its service, given the fact that it has a significant impact on customer satisfaction. The management may prioritize hiring and retaining employees with good interpersonal skills. The management needs to enhance and refine the mobile/online ordering system to accommodate the increasing need for convenience. The staff may be allowed to train, attend seminars, and attend workshops to enhance their capabilities in doing their job in the fast-food industry. The management may maintain the good rating of the business, which could attract more customers. To enhance customer satisfaction, management may prioritize improving their customer service quality. This can be achieved by training employees in problem-solving and effective communication skills. Given that this aspect has shown a considerable influence on business growth, it is recommended that companies focus on developing and upgrading their online and mobile ordering systems. Rather than solely emphasizing employee demeanor or the speed of service, resources could be more effectively allocated towards technology-driven convenience. Future researchers may take time to discover more on the daily operation of a business that leads them to higher sales than their competitors.

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Psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose

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Abstract

This study examined the influence of psychological well-being on the performance of 34 in-service training students enrolled in Divine Word College of San Jose. The study focused on various factors that contribute to academic success and professional readiness, particularly how motivation, achievement, and learning abilities affect the capabilities of in-service trainees during their deployment on various campuses in San Jose. By advocating for supportive educational frameworks and providing mental health resources, the study aims to facilitate the holistic development of future educators. Ultimately, this study is expected to help enhance in-service trainees' academic and professional success, emphasizing the critical association between mental well-being and effective teaching practice. The findings reveal that the respondents demonstrated a high level of psychological well-being regarding personal growth, suggesting that the teacher education program significantly contributes to their holistic development. The students' beliefs and practices regarding their learning abilities show that filtering online information is essential for effective studying. In addition, there is a significant relationship between psychological well-being and the in-service training performance of teacher education students at Divine Word College of San Jose. It was discovered that students' psychological well-being, specifically their feeling of life purpose and performance during in-service training, is positively correlated. The results show that students with a strong sense of purpose exhibit greater motivation, achievement, and learning capacities during their in-service training. This study recommends that educational institutions foster supportive learning environments that enhance students' psychological well-being. The recommendation includes resolving student concerns, encouraging personal development, and cultivating wholesome connections.

Keywords: psychological well-being, in-service trainees, emotion regulation

Psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose

1. Introduction

Most notably, there has been research on the impact of activities on students who aspire to become teachers in the future (Ebadijalal & Moradkhani, 2022). Several recent studies have been undertaken on the relationship between an individual's well-being and performance (Guerci et al., 2019). Furthermore, much research has been done to determine how teachers' jobs affect their mental health and general well-being. Success in one's teaching career, interpersonal relationships, and contentment are all necessary for psychological well-being (Twenge & Martin, 2020). It is associated with emotional intelligence and sentiments of happiness, joy, subjective well-being, or general life satisfaction as perceived by teachers individually.

Key factors that impact the psychological well-being of student-teachers include the assessment of their experienced well-being, their motivation, and their capacity to recognize and manage sources of stress and burnout in their work environment. Emotional intelligence can be an effective coping strategy by providing insights into their well-being (Luna et al., 2021). It involves perceiving, assimilating, understanding, and regulating emotions in the work environment. This is crucial for student-teachers to manage stress and prevent burnout effectively. There has been a long-standing and heated discussion about emotional intelligence's impact on forming effective strategic decisions in entities (Shafait et al., 2021). The researchers are committed to unraveling the delicate interaction between these two captivating and sophisticated subjects in their investigation. The relationship has become more relevant, especially in higher education, due to recent changes in the educational landscape (Sukmayadi & Yahya, 2020). College students face numerous hurdles in their transition to adulthood, which can substantially impact their mental health and, consequently, their academic and career success (Culatta & Clay-Warner, 2021). Psychological well-being extends beyond the absence of mental health problems. Comprehending the complex interplay of forces necessitates a comprehensive and versatile approach. It includes an individual's general emotional well-being, level of life contentment, sense of meaning, and capacity to cope with stress (Ekşi et al., 2020). The cognitive and motivational processes critical to learning and performance are greatly influenced by the intricate interaction of emotional resilience, individual autonomy, and the ability to build meaningful relationships (Danesh & Shahnaazari, 2020).

Students' mental health can be negatively impacted by the academic pressure to achieve and the social and financial stressors associated with college life. Entering higher education typically entails increased accountability and managing academic obligations alongside personal growth and social assimilation (Thompson et al., 2021). These problems can result in heightened levels of anxiety, despair, and stress among students — variables that are recognized to harm focus, memory, decision-making, and, ultimately, academic achievement (AlShorman et al., 2020). Furthermore, the emergence of digital learning platforms and social media has brought about novel aspects in how students engage with their academic surroundings and communicate (Liu et al., 2020). Although these platforms can provide greater access to educational materials and supportive groups, they can also create stress due to frequent comparisons with classmates and overwhelming amounts of information. These pressures can negatively impact students' mental well-being and ability to concentrate (Yu & Chae, 2020).

The importance of psychological well-being goes beyond just academic achievement and encompasses a broader range of personal and professional growth. Students' academic performance and personal development are positively influenced by a high feeling of contentment, which improves their capacity to analyze and think innovatively about their studies (Morales-Rodríguez et al., 2020). It also helps them develop resilience when confronted with academic and personal difficulties and facilitates forming meaningful connections and professional networks. It enhances a deeper involvement in the learning process, promoting active involvement, perseverance in the face of challenges, and a readiness to take chances and explore novel concepts (Heilporn et

al., 2021). Considering these factors, it is not unexpected that there has been a renewed interest in comprehending how educational institutions may enhance the psychological well-being of their pupils. This entails analyzing the influence of campus culture, the accessibility of mental health resources, teaching methods, and the physical learning environment in promoting a nurturing and inclusive educational experience. In essence, the academic achievement of college students can no longer be judged through the narrow prism of intellectual aptitude alone (Páez-Gallego et al., 2020). Students' psychological well-being influences their learning experiences and ultimately determines their outcomes. Therefore, adopting a comprehensive strategy encompassing student life's cognitive, emotional, and social aspects is crucial. To improve students' academic performance and overall growth, we may integrate mental health assistance into educational institutions and cultivate educational settings that are more inclusive, sympathetic, and effective (Fenton et al., 2018). This method provides students with the necessary tools to develop resilience and emotional intelligence for success in their personal and professional pursuits. In this study, researchers want to identify how psychological well-being affects various performance metrics in teacher education programs. In addition, performance may include academic achievement, teaching skills, classroom management, and readiness for the teaching profession. For instance, students under heavy stress might fail to perform well academically, thus impacting their academic performance. Moreover, there is a need to evaluate the collegian's well-being to assess their classroom preparedness. Furthermore, researchers need to consider whether those with higher psychological well-being are more likely to perform better on tasks due to enhanced focus, persistence, and ability to engage effectively with the learning content against the latter.

Statement of the Problem - This study aimed to determine the effect of psychological well-being on the in-service training performance of teacher education students in Divine Word College of San Jose during the SY 2024-2025. Specifically, the research questions to be answered by this study are as follows: (1) What is the extent of psychological well-being of teacher education students in Divine Word College of San Jose in terms of personal growth, relations with others, and purpose in life? (2) What is the level of in-service training performance of teacher education students in Divine Word College of San Jose in terms of motivation, achievement, and learning abilities? (3) Is there a significant relationship between the psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose?

Significance of the Study - The insights gained from this research may benefit students, educators, institutional administrators, and the broader academic community, enhancing educational practices and students' well-being. In addition, this research will help students understand the importance of maintaining good psychological well-being and its impact on academic performance. Furthermore, students can be better informed about the importance of mental health by identifying the extent to which factors such as stress and pressure affect their academic outcomes. This awareness can empower students to seek appropriate support services, engage in healthy coping strategies, and adopt a balanced lifestyle, ultimately improving their academic success and overall quality of life. The results of this study will provide valuable information for educators and mentors who play a critical role in students' educational and personal development. Understanding the connection between mental health and academic success will enable educators to develop more powerful training techniques and support systems. They can create a conference room environment that promotes emotional health, incorporate stress management strategies into their training, and proactively address student concerns about intellectual giftedness. This supportive technique can improve students' overall performance and retention rates. For Divine Word College in San Jose, the study results will be critical for evaluating and improving existing support systems and wellness programs.

By understanding the specific psychological challenges teacher education students face, the institution can develop specific interventions to promote mental wellness. This could include expanding counseling services, implementing regular mental health screenings, hosting stress management workshops, and fostering a more inclusive and supportive campus culture. These improvements may improve students' satisfaction, academic success, and the university's reputation. The study on the psychological well-being effects on teacher education students' academic performance at Divine Word College of San Jose has important implications for future

researchers. The findings from this research may serve as a valuable resource to expand knowledge and guide future research in psychology, education, and student well-being. This study provides a basic understanding of the relationship between psychological well-being and academic performance. In addition, future researchers may build on these findings to examine more specific aspects of this relationship, such as the mechanisms through which psychological well-being influences academic outcomes and the long-term impact of well-being on career success and personal development. Lastly, this research may help parents understand the connection between their children's mental health and academic success in teacher education programs. Understanding this relationship enables parents to actively support their children by providing resources, adapting strategies, and collaborating with educators and schools to ensure they receive thorough support.

Scope and Delimitation of the Study - The study was limited to students, especially in-service training students who enrolled at Divine Word College of San Jose. The study focused solely on fourth-year Bachelor of Science in Elementary Education and Bachelor of Secondary Education majors in the Science Department, regardless of gender. The study only assessed the performance of teacher education students. It was cognizant of the sub-variables affecting the psychological well-being of teacher education students specifically: personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities. This study was conducted from June 2024 to March 2025. The study covered their perspective analysis on the given situations in a survey that was reinforced with the 4-Likert Scale to preserve its functionality for the study. While the focus of the study delves into specific aspects of psychological well-being (personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities), it excludes other potentially relevant factors. These relevant factors could include stress levels, anxiety, self-efficacy, resilience, or the impact of specific academic or personal challenges; this narrow focus may provide an incomplete picture of the in-service trainees' overall psychological well-being. Furthermore, the study on in-service training students enrolled at Divine Word College of San Jose significantly limits the broadness of the findings. The experiences and perspectives of the in-service trainees might not represent all teacher education students in other institutions or regions or those in their respective pre-service programs.

2. Methodology

Research Design - In this study, researchers employed a descriptive-correlational approach to determine the extent to which psychological well-being affects the performance of in-service training teacher education students at Divine Word College of San Jose, enrolled for the academic year 2024-2025. Furthermore, a correlational design was used to investigate whether a significant relationship exists between psychological well-being and the in-service training performance of these students.

Respondents of the Study - The study's respondents were all BEED and BSED in-service trainees. Researchers prioritized exploring the impact on the psychological well-being of BEED and BSED in-service trainees based on their academic performance by measuring their personal growth, relations with others, purpose in life, motivation, achievement, and learning abilities. Thirty-four out of 41 respondents answered the questionnaire sent via Google Forms.

Research Instrument - The main instrument in this study is a researcher-made questionnaire. The researchers aim to identify the psychological well-being and in-service training performance of teacher education students in Divine Word College of San Jose using a Likert scale in the questionnaire to get detailed information. The researchers used expert validity to determine the validity and reliability of the researcher-made instrument. This consists of the experts in the field of research from Divine Word College of San Jose. The researchers followed comments and suggestions to finalize the researcher-made instrument.

Data Gathering Procedure - To collect the necessary data, the research team sought consent and authorization from the dean of the college department at Divine Word College of San Jose, as well as from the adviser of the teacher education department. After receiving approvals, the research team handed out survey

questionnaires via Google Forms to the selected teacher education students at Divine Word College of San Jose. Respondents were given three days to finish answering the survey. The insights gathered from the study directly contributed to the evaluation of the effectiveness of the current curriculum and understanding students' perception of teaching methodologies, which improved the overall quality of the teacher education programs in Divine Word College of San Jose.

Statistical Treatment of the Data - To treat the data, the researchers used Pearson's r correlation and regression analysis to determine the extent of the psychological well-being of in-service teacher education students at Divine Word College of San Jose in terms of personal growth, relations with others, and purpose in life and the level of performance of teacher education students at Divine Word College of San Jose in terms of motivation, achievement, and learning abilities.

Ethical Considerations - To ensure adherence to ethical research standards, the researchers sought and obtained formal approval from the Office of the Dean of the College. Furthermore, each respondent was provided with a comprehensive explanation of the study's purpose and procedures. Before participation, informed verbal consent was then explicitly obtained. Participants were informed that their participation was entirely voluntary and that they had the right to withdraw at any time without consequence. To guarantee confidentiality, respondents were assured that all data collected via Google Forms would be anonymized and used exclusively for educational research. All data was stored securely, and access was limited to the research team. The researchers gratefully acknowledge the authors and sources of the studies and literature used as references for this research. Citations were formatted correctly per the APA style, demonstrating the researchers' respect for intellectual property and dedication to academic honesty.

3. Results and Discussions

Table 1

Mean Extent of psychological well-being in terms of personal growth, relations with others, and purpose in life of teacher education students in Divine Word College of San Jose

INDICATORS (Personal Growth)	Weighted Mean	Interpretation
1. I regularly seek out new experiences and challenges to expand my knowledge and skills	3.50	High Extent
2. I feel confident in my ability to set and achieve personal goals.	3.35	High Extent
3. The school contributes significantly to my holistic development.	3.56	High Extent
4. I am comfortable I am comfortable with stepping outside of my comfort zone to learn and grow.	3.41	High Extent
5. I actively seek ways to grow and improve as a student.	3.62	High Level
6. I feel that my experiences in the teacher education program help me become a better person overall.	3.62	High Extent
7. I often take time to think about how I can grow personally to make the most of my learning journey.	3.53	High Extent
8. Setting personal goals motivates me to strive for success in my studies.	3.62	High Extent
9. Having a growth mindset helps me tackle challenges in my coursework.	3.41	High Extent
10. My peers play a significant role in my holistic development.	3.41	High Extent
COMPOSITE MEAN	3.50	High Extent
INDICATORS (Relations with others)		
1. I have supportive friendships with my classmates that help me succeed academically.	3.59	High Extent
2. Talking with my professors makes my learning experience more enjoyable and productive.	3.53	High Extent
3. Working together with classmates on projects helps me understand the material better.	3.26	High Extent
4. I feel comfortable asking my peers for help when I'm struggling with something.	3.15	Moderate Extent
5. Having positive relationships in my program creates a welcoming atmosphere that encourages learning.	3.38	High Extent
6. I sometimes find it challenging to connect with my colleagues.	2.85	Moderate Extent
7. It is hard for me to look directly into someone's eyes when talking to them.	2.91	Moderate Extent
8. I find it challenging to maintain long-term healthy relationships.	2.76	Moderate Extent
9. I feel shy talking to someone, even though I have known them for a long time.	3.41	High Extent

10. I feel much more confident when my peers acknowledge my efforts.	3.41	High Extent
Composite Mean	3.23	Moderate Extent
INDICATORS (Purpose in Life)		
1. I have a clear understanding of my values and what truly matters to me.	3.41	High Extent
2. When I feel uncertain about my purpose, my peers help me find direction.	3.15	Moderate Extent
3. I feel a sense of purpose and meaning in my daily life.	3.32	High Extent
4. I often feel inspired and motivated to pursue my goals and aspirations.	3.44	High Extent
5. Knowing what I want to achieve in life inspires me to commit to my studies in the teacher education program.	3.50	High Extent
6. Understanding my career goals helps me stay focused and organized in my studies.	3.50	High Extent
7. I feel that my coursework is meaningful and aligns with what I truly care about.	3.32	High Extent
8. My sense of purpose encourages me to engage actively in my learning community.	3.35	High Extent
9. When I feel sure about my purpose, I find it easier to overcome any academic challenges I face.	3.26	High Extent
10. As an intern teacher, my parents' support helps me stay motivated.	3.59	High Extent
Composite Mean	3.38	High Extent

Legend: 3.25–4.00 High Extent, 2.50–3.24 Moderate, 1.75–2.49 Low, 1.00–1.74 Very Low

Table 1 shows the mean extent of psychological well-being regarding personal growth. The numerical value of the weighted mean above ranges from 3.40 to 3.62, accompanied by a composite mean of 3.50, indicating a high extent. This indicates that a crucial aspect of creating an inclusive educational environment is the personalized support that teachers and peers provide, meeting each student's unique learning demands. Moreover, overcoming challenges imposed by learning barriers implies that, without positive school interactions, students may view themselves as not part of the academic community, leading to disengagement from the academic environment. The findings of this study were reinforced by the study of Darling-Hammond (2019). Thus, it reiterates the role of creating strong ties among peers and educators to mitigate the greater risk of feeling isolated. This is also comparable to the study of Siraj et al. (2021), which found that, despite adolescents' inclination towards independence and peer interaction, the role of educators remains crucial, guiding them through their developmental and educational journey into the bargain. Consequently, teachers are responsible for understanding their students' diverse needs and potentials, an endeavor best achieved through empathetic engagement, as Zhang (2022) proposes.

Overall, the data presented in Table 1 highlight the importance of challenging oneself through interactive socialization among peers and constituents. Moreover, in terms of relations with others, the numerical value of the weighted mean ranges from 3.41 to 3.59, accompanied by a composite mean of 3.23, indicating that psychological well-being, particularly the variable relations with others, has a moderate extent on the in-service training performance of teacher education students in Divine Word College of San Jose. Supportive connections fostered a sense of belonging and facilitated their ability to navigate the challenges of their training and future profession, as supported by the highest mean extent indicator (3.59) stating that, "I have supportive friendships with my classmates that help me succeed academically," suggesting that positive relationships and social interactions among peers and professors played a crucial role in their overall well-being and academic performance. The study of Helmreich et al. (2017) supported the study's findings, reiterating the role of supportive relationships in enhancing psychological resilience among teacher education students. This is also supported by the study of Martins (2024), indicating that students who feel supported are more adaptable to stress, showcasing better coping strategies and higher levels of self-efficacy crucial for sustaining performance amidst the academic rigors of teacher education programs. In addition, Cordie et al. (2020) suggest that initiatives such as peer mentoring, collaborative learning projects, and supportive faculty advising can enrich the educational experience, promoting a sense of connectedness and mutual support. Thus, the data presented above in Table 1 and the studies presented can ascertain that all respondents agreed that they have supportive friendships with their classmates that help them succeed academically (3.59).

Moreover, the mean extent of psychological well-being of teacher education students in terms of purpose in life shows an upward trend, resulting in positive numerical data regarding psychological well-being. The numerical value of the weighted mean above ranges from 3.32 to 3.59, accompanied by a composite mean of

3.38, a high extent. This indicates that having a strong sense of purpose in life is crucial for teacher education students to feel supported and included, enabling them to effectively address the diverse needs of their future students and overcome challenges in their academic journey. A clear understanding of their purpose fosters engagement and commitment, preventing disengagement from their educational environment. Findings are supported by another study conducted by Kim et al. (2021), indicating that individuals with a strong sense of purpose tend to exhibit higher levels of psychological well-being, particularly relevant for teacher education students facing academic and professional pressures. In addition, a clear sense of purpose helps mitigate stressors and fosters resilience (Prestin & Nabi, 2020). Moreover, this heightened engagement and resilience contribute to academic success and prepare students for the multifaceted challenges of the teaching profession (Yıldırım & Tanrıverdi, 2021). Thus, the data presented above in Table 3 and the studies presented can ascertain that all respondents agreed that, as an intern teacher, receiving support is important for a learner to stay motivated during their academic journey. It was further supported by the highest mean extent level indicator of 3.59, expressing a verbal description of a high extent level.

Table 2 shows teacher education students' mean level of in-service training performance regarding motivation, achievement, and learning abilities. The numerical values of the weighted means of motivation range from 3.21 to 3.59, with a composite mean of 3.41, a high level. This indicates that motivation has a high level in the in-service training performance of teacher education students. This highlights the significant role motivation plays in a student's engagement, persistence, and overall success in their academic pursuits. Motivation, a multifaceted concept, directs and sustains goal-oriented behavior, proving crucial in academic settings. Understanding student motivation helps explain their behaviors and their impact on learning and performance.

Table 2

Mean Extent of In-Service Training Performance of Teacher Education Students in Divine Word College of San Jose in terms of Motivation, Achievement, and Learning Abilities

INDICATORS (Motivation)	Weighted Mean	Interpretation
1. My psychological well-being motivates me to give my best effort.	3.41	High Extent
2. I find ways to keep myself motivated throughout the semester, even when things get tough.	3.44	High Extent
3. When I feel good mentally, I notice my motivation to learn increases.	3.59	High Extent
4. Feedback from my instructors and classmates really helps boost my motivation to excel.	3.59	High Extent
5. Setting goals for myself helps me stay motivated and engaged in my studies.	3.47	High Extent
6. I feel proud of my accomplishments in the teacher education program.	3.21	Moderate Extent
7. The way I feel mentally has a big impact on what I achieve academically.	3.32	High Extent
8. When I'm mentally well, I perform better on tests and assignments.	3.35	High Extent
9. I take pride in my academic milestones while pursuing my degree.	3.44	High Extent
10. I see a connection between my mental well-being and my success on projects and presentations.	3.35	High Extent
COMPOSITE MEAN	3.41	High Extent
INDICATORS (Achievement)		
1. I take pride in my academic milestones while pursuing my degree.	3.47	High Extent
2. My parents and loved ones acknowledge my endeavors in the teacher education program.	3.26	High Extent
3. I feel proud of my accomplishments in the teacher education program.	3.38	High Extent
4. Other persons' achievements inspire me to do well.	3.38	High Extent
5. The way I feel mentally has a big impact on what I achieve academically.	3.32	High Extent
6. I feel that the amount of rest I'm getting at night impacts my mood for the next day.	3.53	High Extent
7. When I'm mentally well, I perform better on tests and assignments.	3.26	High Extent
8. I see a connection between my mental well-being and my success on projects and presentations.	3.18	High Extent
9. I view others' opinion about my skills as a challenge to improve.	3.24	High Extent
10. My friends and colleagues always push me to perform better than yesterday.	3.56	High Extent
COMPOSITE MEAN	3.35	High Extent

INDICATORS (Learning Abilities)		
1. I learn new ideas more easily when I'm feeling mentally healthy.	3.56	High Extent
2. I usually adapt well to new learning situations when my mental health is good.	3.56	High Extent
3. I can concentrate better on my studies when I'm feeling good mentally.	3.56	High Extent
4. I notice that my thinking and problem-solving skills improve when I focus on my well-being	3.56	High Extent
5. I sometimes forget information easily.	3.56	High Extent
6. I believe that taking rests in-between study sessions are also an essential part of learning efficiently.	3.56	High Extent
7. I believe filtering online information is essential for effective studying.	3.59	High Extent
8. I enjoy using different studying techniques (the Pomodoro Technique, Eat that Frog, Easy wins, etc.) to enhance my learning.	3.38	High Extent
9. It is easy for me to digest information.	3.38	High Extent
10. I believe that taking care of my mental health is essential for doing well in my studies.	3.56	High Extent
COMPOSITE MEAN	3.53	High Extent
Legend: 4.50-5.00 – Very Highly Evident; 3.50-4.49 – Highly Evident; 2.50-3.49 – Moderately Evident; 1.50-2.49 – Least Evident; 1.00-1.49 – Not Evident		

The self-determination theory proposed by Chiu in 2021 supports the findings, which posit that motivation is not a single entity (Ryan & Vansteenkiste, 2023). Intrinsic motivation, driven by curiosity and challenge, correlates with positive learning outcomes, while extrinsic motivation, driven by external rewards, can be associated with less desirable outcomes (Chen et al., 2015). Research also indicates that intrinsic motivation is linked to positive academic outcomes, such as lower stress and better adaptation to university life (Fernández-Espínola et al., 2020). Thus, the data presented in the table and the supporting studies underscore the importance of both intrinsic and extrinsic motivation in a student's academic journey. In addition, the numerical values of the weighted means of achievement range from 3.18 to 3.56, with a composite mean of 3.35. This indicates a high level of achievement in the in-service training performance of teacher education students. This reflects the extent to which this student attained specific educational goals, influenced by a combination of personal factors, including motivation and personality. As the culmination of education, academic achievement signifies the degree to which an individual has reached those goals. Recognizing this achievement necessitates understanding the multifaceted nature of learning, shaped by intelligence, motivation, and personal traits. The findings presented are supported by the understanding that academic achievements signify the culmination of education and learning, reflecting the degree to which an individual has attained specific educational goals (Madigan & Curran, 2020). It is a critical metric that predicts student prospects and reflects the efficacy of the educational process (Sukmayadi & Yahya, 2020). Academic success is highly valued, influencing future career choices and job stability (Camacho-Morles et al., 2021). Therefore, data presenting in-service training teachers' accomplishments reveals that their friends and colleagues consistently motivate them to surpass their previous performance.

Furthermore, learning abilities have weighted means ranging from 3.38 to 3.59, with a composite mean of 3.53, indicating a high level of learning abilities among the teacher education students. The data emphasizes the importance of creating dynamic classroom environments that foster student enthusiasm for learning. The data also highlights the importance of self-directed learning strategies in empowering students to manage their learning experiences. The findings are supported by the focus on crafting dynamic classroom environments in the 21st century to incite genuine enthusiasm for learning among students (Wahab & Iskandar, 2020). Self-directed learning strategies empower students, granting them the autonomy to direct and evaluate their learning experiences (Samed Al-Adwan et al., 2022). Thus, the data presented illustrates the students' beliefs and practices regarding their learning abilities, showing that filtering online information is essential for effective studying. Emphasizing the importance of teaching students critical evaluation skills in navigating the vast online information.

Table 3

Correlation Coefficients and P-values for Psychological Well-being in terms of personal growth, relations with others, and Purpose in Life & Performance of In-Service Training Students in terms of motivation, achievement, and learning abilities

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Psychological well-being (3 variables) → In-Service Training (3 variables)	0.529	0.280	2.037	3.523	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

The statistical analysis in Table 3 reveals a highly significant correlation between the combined psychological well-being variables (personal growth, relations with others, and purpose in life) and the combined in-service training performance variables (motivation, achievement, and learning abilities), as indicated by a p-value of 0.001. This value is significantly below the 0.05 threshold, establishing a strong statistical relationship between these composite variables. Therefore, the overall psychological well-being of teacher education students significantly impacts their performance in in-service training across these measured domains. The highly significant p-value of 0.001 underscores the critical role of psychological well-being in enhancing the performance of teacher education students in in-service training. This finding supports the broader understanding that psychological well-being, encompassing personal growth, positive relationships, and a clear sense of purpose, is essential for academic success and professional development. As highlighted in the provided texts, factors such as stress management, emotional control, and problem-solving skills, all influenced by psychological well-being, significantly contribute to better learning strategies and overall performance. Moreover, this statistical significance aligns with the importance of motivation, achievement, and learning abilities, suggesting that students with strong psychological well-being are better equipped to engage in their studies, achieve academic goals, and adapt to the challenges of their educational journey (Ryan & Vansteenkiste, 2023). This is further supported by research indicating that students who feel supported are more adaptable to stress, showcasing better coping strategies and higher levels of self-efficacy, crucial for sustaining performance amidst the academic rigors of teacher education programs (Martins, 2024). Additionally, their mental well-being influences the formation of good relationships with friends and mentors, thus helping them in the learning process, which is critical for their overall development and success (Collie et al., 2020). This unexpected outcome suggests a disagreement between various variables, raising critical questions about the interplay of the ever-changing educational landscape and mental health awareness. The dismissal of the research hypothesis opens the door to a deeper investigation of these intriguing contradictions.

4. Conclusions

Based on the study's outcomes, the researchers infer that the respondents demonstrated a high level of psychological well-being regarding personal growth, indicating that the teacher education program plays a significant role in their holistic development. This growth is further supported by the strong friendships formed among classmates, which participants noted helped them succeed academically. Moreover, it was emphasized that for interns, receiving adequate support is crucial for maintaining motivation throughout their academic journey. Supporting studies highlight the importance of both intrinsic and extrinsic motivation in a student's educational experience. The survey results revealed that mental health significantly affects academic success, with peer encouragement as a motivating factor for improvement. The findings also suggest that students' beliefs and practices about their learning abilities, including the necessity of filtering online information, are vital for effective studying. The interplay between positive relationships and personal growth fosters an environment conducive to psychological well-being and improved academic performance. Teacher education students' academic achievements and learning capabilities are influenced by their motivation, personality traits, and

external support. These elements are essential for enhancing educational practices and promoting student well-being. Thus, interventions that foster psychological well-being, especially instilling a sense of purpose, can significantly enhance students' engagement and success within teacher education programs. This has important implications for future psychology, education, and student well-being research.

Recommendations - The results described above lead to the following suggestions: educational institutions, especially teacher education programs, play a crucial role in promoting students' holistic development by cultivating psychological well-being and establishing constructive learning environments. By prioritizing comprehensive well-being, these programs can foster positive relationships, support personal growth, and strengthen students' sense of purpose. At Divine Word College of San Jose, enhancing support systems and wellness programs is vital for achieving these goals. This could involve expanding access to counseling services, implementing regular mental health screenings, and offering stress management workshops. Such initiatives would address immediate student concerns and create a supportive environment that encourages personal development and builds wholesome peer connections. Furthermore, teacher education programs should implement strategies to help students clarify their professional goals and values, cultivating a strong sense of purpose. This sense of direction is essential for keeping students focused and organized in their studies, ultimately aiding their academic success. Educators must also recognize the diverse needs and potential of their students. Through empathetic engagement and personalized support, they can develop more effective training techniques and support systems that cater to individual learning styles and challenges. Educational institutions can enhance student motivation and resilience by continuing to explore the relationship between mental well-being and academic achievement. Establishing environments facilitating learning and reducing stress is particularly important for in-service trainees adapting to new challenges. Ultimately, the insights gained from this research can empower future educators and help refine strategies that support students' psychological health and performance during their training. Divine Word College of San Jose and similar institutions can contribute significantly to their students' overall well-being and success in teaching. By addressing these interconnected aspects of education, future research may investigate the interplay between psychological well-being and various factors influencing in-service training performance to strengthen these initiatives. Understanding how these dynamics affect long-term career success and personal development is crucial for developing more effective support systems within teacher education.

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Student-centered learning strategies, motivation, and social skills of grade 10 students in Divine Word College of San Jose

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Abstract

Student-centered learning helps create a collaborative environment where students are excited to participate in the class discussion. They are encouraged to think critically about what they are learning and, more importantly, to consider how the students want to learn and show what they know. This study determines how student-centered strategies in inquiry-based and cooperative learning affect the motivation and social skills of 138 grade 10 students at Divine Word College of San Jose. The researchers used a descriptive-correlational design and adapted a questionnaire to measure the students' motivation and social skills. The results show that student-centered strategies—especially inquiry-based and cooperative learning—positively impact students' motivation and social skills. Student-centered learning helps boost motivation and social skills by encouraging self-efficacy, communication, and collaboration. These strategies give students more control over their learning, which leads to better engagement and a deeper understanding of the material. As they collaborate in cooperative learning settings, they also develop essential interpersonal skills, like active listening and empathy. These skills are crucial for academic success and forming strong relationships. Inquiry-based learning encourages students to ask questions and explore areas of interest, which drives their curiosity and keeps them motivated. Together, these methods help prepare students to tackle challenges inside and outside the classroom, empowering them to become lifelong learners and effective collaborators. This study recommends that educators foster supportive and engaging learning environments wherein learners are motivated and will participate in class discussions.

Keywords: student-centered learning, inquiry-based learning, cooperative learning, motivation, social skills

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1. Introduction

The modification of traditional teacher-centered learning to student-centered learning gives special attention to the field of education. Student-centered learning, like active participation, group activities, and focusing on the students' needs, may enhance the knowledge, skills, and values students acquire through their educational experiences. The study focuses on its effect on the motivation and social skills of grade 10 students at a critical development stage. Within educational research, the complex relationship between academic outcomes and student-centered learning has captured the attention of scholars, leading to a thorough examination of the subtle connections between these variables (Wang, 2023; Dunlosky et al., 2013).

Though beneficial in many aspects, implementing student-centered learning presents several challenges related to student motivation and social skills development in junior high school students. One significant issue is inconsistent motivation. While some students excel with greater independence, others may struggle with the lack of structure, leading to decreased engagement and enthusiasm for learning (Dole et al., 2016). Additionally, the reliance on group work can worsen social skills, particularly for students who are shy or have social anxiety; they may find collaborative activities overwhelming, further isolating them (Gillies, 2016). Uneven work distribution in group projects can also lead to student resentment, negatively affecting motivation and teamwork (Kirschner et al., 2016). Moreover, the success of student-centered learning heavily depends on well-trained teachers. If educators are not adequately prepared to facilitate this approach, it can result in confusion and a lack of clear expectations, demotivating students (Wright, 2015). Assessment challenges also arise, as traditional methods may not accurately capture the skills and knowledge gained through student-centered activities, causing frustration among students who feel their efforts are not fairly recognized (Moges, 2018). Finally, the resource-intensive nature of student-centered learning means that schools with limited resources may struggle to provide the necessary materials and environment, leading to inconsistent and inequitable learning experiences (Goodwin & Miller, 2013). These issues underscore the need for careful planning and adequate support to ensure all students benefit from student-centered learning.

To better understand how student-centered learning can catalyze change, this study will examine the intricate relationship between the fundamentals of student motivation and social skills at Divine Word College of San Jose's Junior High School. The core components of student development that are the subject of this study are motivation and social skills, which enhance academic achievement and personal growth and influence students' educational paths and future efforts (Caruth, 2018). The study aims to shed light on the transformative effect of student-centered learning on these essential facets of student development, as motivation emerges as a driving force behind student engagement and performance, and social skills form the foundation of effective communication and collaboration (Bailey & Phillips, 2016; Ahmad et al., 2024). These skills are key to academic success and personal and professional life beyond school. Recent research includes students' motivation and social skills as the dependent factors essential for personal growth and academic achievement (Wang, 2023; Dunlosky et al., 2013). Similarly, developing social skills such as interpersonal connections, communication, and teamwork is essential for creating a supportive learning environment and supporting students' overall development and success in various settings (Jones, 2024; Li et al., 2023). On the flip side, the independent factor being examined is student-centered learning. Inquiry-based and cooperative learning are particularly effective sub-variables among the various student-centered learning strategies.

Furthermore, developing social skills is critical during adolescence, marked by substantial social and emotional growth. Learning settings in junior high school that prioritize empathy, good communication, and teamwork greatly benefit students. Students are given genuine opportunities to refine their social skills in

practical, real-world scenarios through student-centered techniques, which include group work and peer interactions. The multifaceted connection between student outcomes and student-centered learning has attracted considerable academic interest in educational research. This study aims to investigate the complex relationship among grade 10 students at Divine Word College of San Jose, focusing on their motivation, social skills, and student-centered learning strategies.

Statement of the Problem - This study aimed to determine the effect of student-centered learning strategies on the motivation and social skills of the grade 10 students at Divine Word College of San Jose. More specifically, the study wants to answer the following questions: (1) What is the extent of student-centered learning strategies of grade 10 students in terms of inquiry-based learning and cooperative learning? (2) What is the level of motivation of the grade 10 students in Divine Word College of San Jose? (3) What is the level of the social skills of grade 10 students in Divine Word College of San Jose? (4) Is there a significant relationship between the motivation and student-centered learning strategies of grade 10 students? (5) Is there a significant relationship between the social skills and student-centered learning strategies of grade 10 students?

Significance of the Study - This study provides a vital insight into the student-centered processes of learning to teach at Divine Word College of San Jose. First, for the students, more personalized and engaging learning that emphasizes motivation and developing social skills is advantageous for students who participate in the enhanced learning experience. Empowerment: Student-centered learning encourages independence and critical thinking by giving students the resources they need to be responsible for their education. Students who participate in the improved learning experience benefit from it being more personalized and engaging. Learning that emphasizes motivation and developing social skills is advantageous for students. Secondly, teachers can benefit significantly from the study's insightful recommendations by exploiting the findings that the researchers will provide. Teachers can acquire the skills necessary to design inclusive, dynamic classrooms that meet each student's requirements and promote the development of all their skills. Thirdly, for the school administration, the utilization of the findings to guide decisions on curriculum development, teacher training, and resource allocation. The data could justify professional development for student-centered pedagogy and could be used to show how these investments are paying off for students. For example, the administration might use the research to argue for additional funding. Fourthly, to encourage student motivation and the development of social skills, they might incorporate student-centered learning ideas into the curriculum design. In alignment with educational goals to improve student outcomes, curriculum planners can use the study's recommendations to match educational goals with student-centered practices. Fifth, the results of this research can provide valuable insights into the effectiveness of student-centered learning strategies, especially in motivation and social skills. They serve as the foundation for redesigning target tracing programs and curriculum development. Moreover, the institution aims to provide holistic education by promoting academic excellence and personal growth. Lastly, based on the study's findings, future researchers can further broaden our understanding of how student-centered learning affects motivation and social skills. The study creates opportunities for additional investigation into the development of social skills in educational contexts, student involvement, and successful teaching methods.

Scope and Delimitation of the Study - The research focused on grade 10 students at Divine Word College of San Jose. The study determined how student-centered learning affects their motivation and social skills, specifically inquiry-based and cooperative learning. It was carried out over a set period to examine the short-term impact of these student-centered learning strategies on motivation and social skills. Through inquiry-based learning, students were encouraged to ask questions and explore topics of interest, while cooperative learning allowed them to work together, building teamwork and communication skills. To gather insights, surveys, interviews, and observations were used to collect information on how these strategies influenced students' motivation and social skills during the study. The study targeted Grade 10 students at Divine Word College of San Jose to maintain a concentrated approach and ensure the participant group's homogeneity. However, due to its time limitation, the study may fail to capture the long-term impacts of student-centered learning on motivation and social skills. At the same time, the study's resource limitation may be constrained from June 2024 to March 2025, and access to specific data-gathering and analytic methods or technologies may be limited.

2. Methodology

Research Design - This study used a descriptive–correlational design. Descriptive research was used to determine the extent of grade 10 student-centered learning strategies in inquiry-based learning and cooperative learning and the level of motivation and social skills. In addition, correlational research was used to determine if there is a significant relationship among the student-centered learning strategies, motivation, and social skills of grade 10 students.

Respondents of the Study - This study used complete enumeration to include all grade 10 students in Divine Word College of San Jose. This was used to represent the whole population of grade 10 students, where student-centered learning strategies, including inquiry-based and cooperative learning, were practiced. There were 138 grade 10 students in Divine Word College of San Jose. For the St. Arnold SSC (29 students), St. Anthony (36 students), St. Benedict (37 students), and St. Dominic (36 students).

Research Instrument - This study used adapted questionnaires from Black & William (1998), Hattie & Timperley (2007), and Voigt (2014). The Senior High School Department experts were consulted to check the adapted questionnaires and verify that respondents' motivation and social skills are measurable to address the study's problem. Moreover, the adviser also checked the instruments to confirm that they effectively measured the respondents' motivation and social skills, which are key to addressing the study's research problem. The results of Cronbach's alpha from the adapted questionnaires were 0.87 and 0.912, respectively. This shows the questionnaires were valid, reliable, and ready for final administration.

Data Gathering Procedure - The researchers first made a letter of request and asked for permission from the school principal to conduct the study. It was permitted, and the researchers supervised and administered the validated questionnaires to the selected respondents using a systematic data collection procedure. This process was structured to minimize biases and ensure reliable and relevant data collection. Moreover, the questionnaires were distributed face-to-face to ensure the confidentiality of the results. The data for the study involving grade 10 students in Divine Word College of San Jose were collected within two days. They were administered a validated questionnaire with clear instructions for completion and an emphasis on honest responses. The collected data was processed face-to-face within one week using appropriate statistical methods to explore relationships and differences between variables. Ethical guidelines were strictly followed, ensuring informed consent, confidentiality, and respect for participant rights.

Statistical Treatment of the Data - This study used weighted means computation to determine the extent of student-centered learning strategies in Grade 10 students at Divine Word College of San Jose and their motivation and social skills. Moreover, correctional analysis using Pearson's r-moment correlation was used to determine the significant relationship among variables.

Ethical Considerations - Ethical considerations in the study are foundational, ensuring participants' rights and well-being are upheld. These include obtaining informed consent, maintaining confidentiality of participants' identities and responses, and providing voluntary participation without coercion. Measures were taken to minimize potential harm, respecting participants' autonomy and dignity. The study seeks approval from relevant ethics committees. It adheres to professional conduct standards, aiming to contribute meaningful insights while safeguarding the interests and welfare of Grade 10 students at Divine Word College of San Jose. To properly cite the original authors of the related literature, the researchers used APA 7th Edition in citation and referencing style.

3. Results and Discussions

Table 1 shows the mean extent of student-centered learning strategies of Grade 10 students in terms of inquiry-based learning and cooperative learning. The moderate extent of the composite mean (3.18) implies that inquiry-based learning positively influences students' motivation and social skills. The highest mean score, 3.35, indicates that inquiry-based learning impacts students' motivation and social skills, which are crucial to their

development. On the contrary, the lowest mean score, 3.04, suggests that implementing inquiry-based learning needs careful consideration. Teachers must enhance their strategies to help students acquire inquiry-based learning, which needs careful consideration. Teachers must improve their strategy to help students acquire inquiry-based learning. While some aspects, such as exploring real-world problems and designing personal learning activities, were rated highly, other indicators, like forming hypotheses and testing them through experiments, were rated at a moderate level. This suggests that inquiry-based learning positively influences students' motivation and social skills, with students being moderately encouraged to engage in self-directed learning and critical thinking. Thus, Maxwell et al. (2015) support this by stating that inquiry-based learning helps students grow from their mistakes, helping them be attentive and responsible throughout the procedure. In addition, the findings from the study of Ahmad et al. (2024) and Ghaemi & Mirsaeed (2017) also affirm that inquiry-based learning enhances students' critical thinking abilities because it helps them become better at mental tasks.

Table 1

Mean Extent of Student-Centered Learning Strategies in Inquiry-Based Learning and Cooperative Learning

INDICATORS (Inquiry-Based Learning)	Weighted Mean	Interpretation
1. I am encouraged to ask questions that lead to further research and exploration	3.04	Moderate Extent
2. Teachers guide us to explore real-world problems and solutions through independent research.	3.35	High Extent
3. I participate in activities where I form hypotheses and test them through experiments or projects.	3.09	Moderate Extent
4. I can solve problems by critically analyzing information from various sources.	3.12	Moderate Extent
5. I work on projects where I can explore a topic of my interest and design my learning activities.	3.25	High Extent
6. I collaborate with my classmates to investigate topics or solve problems together	3.20	Moderate Extent
COMPOSITE MEAN	3.18	Moderate Extent
INDICATORS (Cooperative Learning)		
1. I regularly work in groups to discuss and solve academic tasks	3.24	Moderate Extent
2. I contribute ideas and collaborate with my classmates to complete projects during group work.	3.34	High Extent
3. Teachers encourage us to share responsibilities and divide tasks into group assignments.	3.38	High Extent
4. I am comfortable communicating my thoughts and opinions in group discussions.	3.05	Moderate Extent
5. I frequently participate in activities where group members must rely on each other's strengths to complete tasks.	3.28	High Extent
6. I participate in peer teaching, where I explain concepts to my classmates	3.10	Moderate Extent
COMPOSITE MEAN	3.20	Moderate Extent

Legend: 3.25-4.00 High Extent 2.50-3.24 Moderate Extent 1.75-2.49 Low Extent 1.00-1.74 Very Low Extent.,

Moreover, the mean extent of student-centered learning strategies in cooperative learning is 3.20, interpreted as moderate. This indicates that teachers use structured communication exercises such as think-pair-share activities or peer feedback systems to improve their confidence in expressing their ideas. Students were actively involved in group work, collaborating, and sharing responsibilities. Key aspects, such as contributing ideas and relying on each other's strengths to complete tasks, showed stronger engagement. This implies that cooperative learning positively influences student interaction, collaboration, and achievement. This is supported by a study by Gillies (2016) that cooperative learning improves students' engagement and achievement in education. Some elements, like peer interaction and group discussion, are more frequently implemented, suggesting that students feel encouraged to collaborate and contribute ideas. This study result confirms that group activities help students effectively perform teamwork tasks. He added that structured group goals are to improve self-esteem. In addition, studies by Reeve (2016) and Tran (2019) indicate that cooperative learning can enhance motivation by giving students a sense of autonomy and responsibility.

Table 2*Mean Level of Motivation of Grade 10 Students*

INDICATORS	Weighted Mean	Interpretation
1. Student-centered learning strategies motivate me to engage in class activities actively.	3.24	Moderate Level
2. I feel motivated to learn more because I am allowed to explore topics that interest me.	3.11	Moderate Level
3. I take responsibility for my learning and feel more motivated to perform well in my studies.	3.14	Moderate Level
4. Group projects and collaborative tasks increase my enthusiasm to learn.	3.14	Moderate Level
5. I feel a sense of accomplishment and pride when I complete a challenging task through inquiry-based Learning.	3.11	Moderate Level
6. I feel excited and engaged in learning due to activities that encourage active participation.	3.13	Moderate Level
7. The collaborative group activities make you more enthusiastic about learning.	3.09	Moderate Level
8. Do problem-solving or inquiry-based activities make learning more enjoyable for you?.	3.11	Moderate Level
9. Receiving feedback from peers and teachers increases your confidence in Learning	3.14	Moderate Level
10 I feel a greater sense of achievement when you actively contribute to class discussions and group projects..	3.12	Moderate Level
COMPOSITE MEAN	3.13	Moderate Level

Legend: 3.25-4.00 High Level 2.50-3.24 Moderate Level 1.75-2.49 Low Level 1.00-1.74 Very Low Level

Table 2 presents the mean level of motivation of Grade 10 students with a composite mean of 3.13 (moderate level). This shows that student-centered learning strategies contribute positively to the motivation of grade 10 students. The lowest mean score, 3.09, suggests that the student-centered approach affects all learners and that the students experience this mean score for motivation. On the other hand, the highest mean score, 3.24, suggests that certain aspects of student-centered learning strategies successfully enhance students' engagement and peer interaction. They felt enthusiastic about learning, especially in activities that involved collaboration and inquiry-based tasks. Factors like how engaged they felt, the way teachers facilitated learning, and the difficulty of the subjects were all seen as influencing their motivation (Inayat & Ali, 2020).

Table 3*Mean Level of Social Skills of Grade 10 Students*

INDICATORS	Weighted Mean	Interpretation
1. I have become better at working in teams and sharing responsibilities through cooperative Learning	3.33	High Level
2. I have improved my ability to listen to and respect the opinions of others in group activities	3.37	High Level
3. Student-centered learning strategies have helped me develop conflict-resolution skills when working with classmates.	3.18	Moderate Level
4. I have become more confident in expressing my ideas during group discussions	3.06	Moderate Level
5. My communication skills have improved through collaborative learning activities	3.18	Moderate Level
6. To what extent do student-centered learning strategies help you build stronger relationships and a sense of community with your classmates	3.12	Moderate Level
7. The interactions in student-centered learning environments help you develop better problem-solving and decision-making skills.	3.09	Moderate Level
8. The activities improve your leadership skills, such as guiding discussions or organizing group tasks	3.17	Moderate Level
9. Did the diverse groups help you develop respect for different cultural backgrounds and perspectives?	3.22	Moderate Level
10. Engage in meaningful discussions with classmates to exchange ideas and perspectives.	3.27	High Level
COMPOSITE MEAN	3.20	Moderate Level

Legend: 3.25-4.00 High Level 2.50-3.24 Moderate Level 1.75-2.49 Low Level 1.00-1.74 Very Low Level

The mean level of the social skills of grade 10 students is shown in Table 3, with a weighted mean ranging from 3.06 to 3.37 and a composite mean of 3.20 at a moderate level. This indicates that student-centered learning strategies contribute positively to the social skills of grade 10 students. The social skills of grade 10 students are

improved by cooperative learning activities such as teamwork and collaboration. The results align with the existing study on student-centered learning strategies. According to Ryan & Deci (2017), student-centered learning promotes self-determination and engagement, crucial for students' social skills development. Furthermore, Munna & Kalam (2021) emphasize that active learning environments improve student collaboration and communication. However, additional instructional strategies should be implemented to develop leadership, decision-making, and conflict-resolution skills. These results support the importance of integrating cooperative and inquiry-based learning strategies in education to prepare students for collaborative and social challenges in real-world settings (Yu et al., 2024; Gillies, 2016).

Table 4

Correlation coefficients and p-values for the relationship between the social skills and student-centered learning strategies of grade 10 students.

Variables	Correlation Coefficient	Effect Size (r^2)	Size	Critical value	t-value	P-value	Interpretation
Student-Centered Learning (IBL)→ Social Skills	0.474	0.224		1.980	6.275	0.001	Highly Significant
Student-Centered Learning (CL) → Social Skills	0.441	0.194		1.980	5.728	0.001	Highly Significant
Student-Centered Learning → Social Skills	0.459	0.211		1.980	6.026	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

Table 3 shows a highly significant relationship between student-centered learning (SCL) strategies and the social skills of Grade 10 students, with p-values of 0.001 across all variables. The correlation coefficients range from 0.441 to 0.474, suggesting a moderate to strong positive relationship between these variables. Additionally, the effect sizes (r^2) range from 0.194 to 0.224, indicating that student-centered learning strategies explain the variance in students' social skills. These findings suggest that students' social skills improve significantly when they engage in student-centered learning approaches, such as inquiry-based learning (IBL) and cooperative learning (CL). The findings demonstrate a significant relationship between student-centered learning strategies and social skills development in Grade 10 students. This is well-supported by Ryan & Deci (2017), who emphasize that student-centered learning strategies enhance intrinsic motivation, increasing engagement and social interactions. This consistently shows that student-centered learning approaches enhance motivation, engagement, and social competence. Therefore, educators, students, and institutions embrace and implement more student-centered approaches to foster academic success and essential social skills for lifelong learning (Bhardwaj et al., 2025).

4. Conclusions

From the findings of this study, the following conclusions extend to the extent of student-centered learning strategies in terms of student-centered learning strategies of Grade 10 students; specifically, inquiry-based learning revealed moderate implementation. The results suggest that inquiry-based learning plays a positive role in enhancing students' motivation and social skills. The highest mean score highlights the strong influence of inquiry-based learning on these areas, which are essential for students' holistic development. Student-centered learning strategies, especially cooperative learning, are being used moderately. Techniques like think-pair-share and peer feedback were commonly used, helping students become more comfortable and confident when sharing their thoughts. This cooperative learning isn't just about working on assignments; it also helps students develop essential social and communication skills that are useful beyond the classroom. Moreover, students were actively engaged in group work, showing a strong sense of collaboration and shared responsibility. They contributed ideas, supported one another, and relied on each other's strengths to complete tasks. These findings highlight the positive impact of cooperative learning on student interaction, teamwork, and overall academic achievement. Student-centered strategies are meaningful in keeping students motivated and involved in their learning journey. Students responded positively to learning environments where they felt involved, supported by their peers, and

guided by teachers who encouraged active participation. Their motivation was influenced by how engaged they felt during class, how the lessons were delivered, and the challenge level of the subject matter. Student-centered learning strategies, especially inquiry-based and cooperative learning, do not affect student motivation. Other factors aside from instructional approach might play into their motivation, like personal interest and goal orientation. In addition, the student-centered learning strategies do not significantly influence student motivation. The student-centered learning strategies are influenced by personal interest, goal orientation, and external reward, which have not been effectively addressed in student-centered learning. In addition, student-centered learning strategies like inquiry-based and cooperative learning do not strongly affect Grade 10 students' motivation. The data suggests little connection between these teaching methods and how motivated students feel. However, the same strategies make a big difference in developing students' social skills. When students work together and participate in active learning, they become better at communicating, collaborating, and engaging with others.

Recommendations - Based on the conclusions, the following recommendations are made: the teachers may integrate additional motivation-enhancing techniques, such as setting clear, achievable goals, providing more immediate feedback, and creating opportunities for students to reflect on their progress. Teachers can offer students more choices in engaging with learning materials and allow them to take ownership of their learning. For teachers, continue using inquiry-based learning with a more intentional and guided approach. While students showed strong motivation and improved social interaction, they need more support when forming and testing their ideas through inquiry. For educators to foster supportive and engaging learning environments, student-centered strategies help keep learners motivated and involved, especially when they feel supported by peers and encouraged by teachers. Creating learning spaces that promote active participation and present appropriate levels of challenge can positively influence students' motivation and enthusiasm for learning. For the teachers, integrate activities that build social and leadership skills consistent with past research; student-centered learning effectively boosts communication and collaboration. However, there is still room to grow. Teachers can enrich these strategies by adding more activities that develop leadership, decision-making, and conflict-resolution skills, preparing students for academic and real-world success. For the students, focus on social development through active learning. Activities like inquiry-based and cooperative learning help students become better communicators and collaborators. Prioritizing these methods can continue to support students' social growth, which is just as essential as academic achievement. Future researchers may explore other factors influencing student motivation, such as intrinsic rewards, and how they interact with student-centered learning strategies.

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Instructional materials, class engagement, and academic performance of Bachelor of Elementary Education students in Divine Word College of San Jose

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Abstract

This study examined the impact of instructional materials on the academic performance and class engagement of 63 Bachelor of Elementary Education (BEED) students at Divine Word College of San Jose. This study used a descriptive correlational design to describe and determine the significant relationship among the three identified variables. Findings reveal that instructional materials are highly effective in enhancing class engagement and academic performance, with composite means of 3.69 for effectiveness, 3.71 for class engagement, 3.70 for class participation, and 3.68 for homework activities, all categorized as “High Level.” This indicates that the instructional materials are well-developed, relevant, and effectively support students' learning. The statistical analysis showed a moderate but significant correlation between instructional materials and academic performance. This suggests that well-developed instructional materials contribute to improved academic outcomes among students. The results revealed a strong connection between instructional materials and class engagement. This indicates that instructional materials' presence and proper utilization significantly enhance students' participation in educational activities. These results suggest that instructional materials are crucial in making learning more interesting, fostering student motivation, and improving comprehension. The study concludes that strategically using instructional materials enhances academic performance and class engagement. It recommends that teachers continuously develop and evaluate instructional resources to align with learners'

needs and maximize their positive impact on educational experiences. They may also promote using digital platforms and multimedia resources as complementary materials to traditional instructional resources. This accommodates varied learning styles and equips learners with the requirements of the 21st century.

Keywords: instructional materials, academic performance, class engagement, class participation, homework activities

Instructional materials, class engagement, and academic performance of Bachelor of Elementary Education students in Divine Word College of San Jose

1. Introduction

The educational sector already uses instructional materials, as these tools are a powerful strategy to improve and aim for effective teaching and learning. These are believed to be tools that bring out the best in teachers and students. Instructional materials are incorporated into education because they help students to grow holistically. Instructional materials allow students to learn beyond their limits, better, and more quickly and thoroughly comprehend various concepts. Indeed, the result will be excellent if students are more engaged and invested in what they are learning and doing. Teachers are offering students multiple opportunities to grasp educational concepts using instructional materials. Students learn in a comfortable environment, not a suffocating or repetitive routine. Likewise, Wilson (2022) stated that students want an environment where they are comfortable and free to learn, allowed to make mistakes, and grow from them. She added that students will effectively learn if they are encouraged to have engagement and perform open forums with classmates, preferably through personal interactions where all their senses are being touched and activated.

When it comes to teaching science and mathematics in secondary schools, Okori and Jerry (2017) discovered that instructional materials considerably impact students' academic performance in these two subjects. These subjects will not be delivered or taught efficiently and effectively without real equipment or tools. Students must utilize and activate their senses to understand science concepts and mathematical information. For instance, in experimentation, students will fail to grasp the procedures and results of a particular experiment just by hearing it from their teacher; they need to experience it directly. To become scientists, they must have direct experience with scientific processes or experimentation. By elaborating on the same point, Ogbaji (2017) also stated that instructional materials are educational tools that help teachers in elaborating teaching content; they also make the learning and teaching process more concrete and less abstract, leading students to improve their factual information acquisition skills and retention by allowing them to experience directly and personally realistic materials inside the classrooms. They will learn from their doings and mistakes. Their problem-solving skills and critical thinking will also be developed. To add more emphasis, instructional materials are practical tools that help teachers deliver knowledge naturally and comfortably, leading learners to experience a good teaching and learning process, not a depressing one (Koko, 2015). Researchers believe that when students are studying in a comforting setting, they will feel that they are being valued and considered by their teachers. They will feel that their needs and presence are the priority. Hafiz and Lawal (2020) found through their recent study that instructional materials significantly affect students' performance in school. The key findings are on. By these effects, students will eventually boost their academic performance, class engagement, and even their performance outside the school. This study is relevant to the completion of the present study, as researchers will delve into determining the relationship between the effects of instructional materials on the academic performance and class engagement of Bachelor of Elementary Education students in Divine Word College of San Jose.

As for the study of Olayinka (2016), the findings revealed that if teachers utilize instructional materials, students are more participative and perform better in any learning activities than those taught without any material. Indeed, instructional materials are necessary to activate students' focus and participation in the lessons and activities. It also helps students to acquire better knowledge and skills in everything they do at school. This study and its key findings are related to one of the objectives of the present study, which is to know the level of academic performance in terms of class participation, homework activities, and class engagement of the Bachelor of Elementary Education students in Divine Word College of San Jose. Olayinka's (2016) research will guide the present researchers in completing this study. Therefore, effective instructional materials are

designed not to replace teachers or allow them to be lazy but to bring out the best in teachers and students, especially by igniting students' attitudes, interests, abilities, and behavior in more interesting and meaningful classroom settings and procedures. With this in mind, the present study aims to investigate the effect of instructional materials on the academic performance and class engagement of Bachelor of Elementary Education (BEED) students at Divine Word College of San Jose. Specifically, it seeks to determine how instructional materials influence class engagement and academic performance, particularly regarding class participation and homework activities. Additionally, the study aims to determine the relationship between instructional materials and academic performance and class engagement. The researchers also believe that completing this study will provide a clearer perspective on developing an approach to enhance the application of instructional materials and improve students' academic performance.

Statement of the Problem - This study aimed to investigate the effect of instructional materials on the academic performance and class engagement of Bachelor of Elementary Education students at Divine Word College of San Jose. Specifically, it sought to answer the following questions: (1) What is the level of instructional materials used by the teachers as assessed by Bachelor of Elementary Education students? (2) What is the level of the class engagement of Bachelor of Elementary Education students in Divine Word College of San Jose? (3) What is the level of academic performance of Bachelor of Elementary Education students in Divine Word College of San Jose in terms of class participation and homework activities? (4) Is there a significant relationship between the instructional materials and the academic performance of Bachelor of Elementary Education students in Divine Word College of San Jose? (5) Is there a significant relationship between the instructional materials and class engagement of Bachelor of Elementary Education students in Divine Word College of San Jose?

Significance of the Study - This study will offer critical data that may present teachers' effectiveness in using instructional materials to enhance class engagement and academic performance in Bachelor of Elementary Education students at Divine Word College of San Jose. This study will prove significant to the following: First, it will help the students understand how instructional materials contribute to their engagement and academic performance. By identifying the effectiveness of these materials, students can maximize their learning opportunities and actively participate in classroom activities. To the teachers, this study would assist teachers in evaluating the effectiveness of the instructional materials they use. It will provide insights into whether these materials effectively engage students and enhance their academic performance. The results can guide teachers in selecting and utilizing appropriate materials that best support student learning. To the institution, it provides valuable insights into the effectiveness of instructional practices within its academic programs at Divine Word College of San Jose. The findings can be used to improve institutional strategies for teaching and learning, contributing to the college's mission of academic excellence and student success. The results of this study are used by the school administration to evaluate the effectiveness of instructional materials in supporting class engagement and academic performance. Understanding this relationship can help decision-making regarding instructional material selection, curriculum development, and teacher training programs to ensure the continuous improvement of teaching and learning strategies. Lastly, this study can serve as a reference for future researchers exploring similar topics. It will provide relevant data and insights that can contribute to further studies on the effectiveness of instructional materials in improving class engagement and academic performance in education.

Scope and Delimitation of the Study - This study focused on Bachelor of Elementary Education students, particularly those in their first to third year enrolled at Divine Word College of San Jose. It examined the relationship between instructional materials, class engagement, and academic performance among these students. The research analyzed the instructional materials used by teachers to enhance class engagement and academic performance while investigating whether there is a correlation between teaching aids and class engagement related to academic performance. The study took place between June 2024 and March 2025. A 4-point Likert scale was used to measure the perceptions and experiences of the students. The scope of this research is limited to data collected in the second semester of the 2024-2025 school year. This time frame was chosen to ensure that the study remained focused and aligned with the academic calendar; however, it also means that the findings may not generalize to changes in student perceptions and experiences outside this period. By restricting the research scope

to Bachelor of Elementary Education students at Divine Word College of San Jose, the researchers could concentrate more on the context and experiences of these students.

2. Methodology

Research Design - Descriptive research was used to determine the level of instructional materials used by the teachers, the level of class engagement, and academic performance. Correlational research was used to investigate the effect of instructional materials on the academic performance and class engagement of Bachelor of Elementary Education students at Divine Word College of San Jose. This design is ideal for exploring the connection between two or more variables.

Respondents of the Study - The respondents of the study were Bachelor of Elementary Education (BEED) students from the first to third year at Divine Word College of San Jose. Using complete enumeration, all 63 enrolled students participated in this study, ensuring that the data accurately reflected the perceptions and experiences of the BEED population.

Research Instrument - This study used a researcher-made instrument to collect quantitative data on respondents' perceptions and experiences regarding the effect of instructional materials on class engagement and academic performance among Bachelor of Elementary Education (BEED) students in Divine Word College of San Jose. A 4-point Likert scale was used to get the responses of the respondents. Moreover, the researcher-made instrument consists of three (3) parts. Part I consists of questions about instructional materials. This section assessed the effectiveness of instructional materials used by teachers as perceived by Bachelor of Elementary Education students. Part II is about class engagement, which has 10 items, while Part III is about their academic performance in class participation and homework activities. Moreover, this study employed expert validity to validate the researcher-made instrument and to check its reliability. Furthermore, the experts consulted in this study came from the Divine Word College of San Jose professors, who held research subjects. Their feedback was integral in refining the instrument, addressing ambiguities, and ensuring clarity in measuring the intended variables of the study.

Data Gathering Procedure - To properly collect data and examine the relationship between instructional materials and class engagement and the academic performance of the Bachelor of Elementary Education students at Divine Word College of San Jose, the researchers started the procedure by obtaining the required authorization and consent. First, researchers presented the study in a formal letter and asked permission from the administration of Divine Word College of San Jose. The researchers included the purpose of the study in the letter. Once approval is obtained from the school, the researchers present an analysis, write a formal letter, and ask permission from the teachers at Divine Word College of San Jose. Following approval, researchers distribute the printed and validated questionnaires to the bachelor of elementary students at Divine Word College of San Jose. The questionnaires are distributed face-to-face to ensure that the Bachelor of Elementary Education students understand the given questions and to clarify any doubts of students that might be encountered while filling out the questionnaires for students to provide. The data-gathering process was conducted over three days, ensuring that all selected participants had sufficient time to answer the questionnaires accurately.

Statistical Treatment of the Data - The researchers utilized weighted mean computation to determine the level of instructional materials used by the teachers and the level of academic performance and class engagement of Bachelor of Elementary Education students. A correlation analysis using Pearson's r was used to determine the relationship among the use of instructional materials, class engagement, and academic performance of Bachelor of Elementary Education students at Divine Word College of San Jose.

Ethical Consideration - This research adheres to ethical guidelines by guaranteeing informed consent from every participant, highlighting voluntary involvement, and offering the option to withdraw at any moment. The privacy and anonymity of student information were preserved, with all data safely kept and presented in a summarized format. To maintain ethical research standards, the study requested consent from the dean of the

college and the program chairperson. The well-being and rights of participants were emphasized during the survey. Finally, the researchers adhere to the APA 7th edition for citation and referencing format.

3. Result and Discussion

Table 1

Mean level of Instructional Materials used by the teachers as assessed by Bachelor of Elementary Education Students

INDICATORS	Weighted Mean	Verbal Description
1. The instructional materials help me engage better with the lessons.	3.71	High Level
2. The use of instructional materials makes learning more interesting and enjoyable.	3.76	High Level
3. The instructional materials enhance my understanding of complex concepts.	3.71	High Level
4. The variety of instructional materials used in class caters to different learning styles.	3.70	High Level
5. The instructional materials encourage me to participate actively in class discussions.	3.65	High Level
6. The availability of instructional materials helps me study more effectively.	3.65	High Level
7. The instructional materials improve my academic performance in my subjects.	3.70	High Level
8. I feel more confident in answering assessments when instructional materials are provided.	3.68	High Level
9. The use of technology-based instructional materials enhances my learning experience.	3.68	High Level
10. The instructional materials used in class promote independent learning and critical thinking.	3.67	High Level
Composite Mean	3.69	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate Level, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

The composite mean of 3.69, as reflected in Table 1, indicates a high level of instructional materials utilization in the classroom. This means that instructional materials are integrated into the learning process, which helps students understand, engage, and succeed academically. As Gomez (2018) confirms, instructional materials motivate and induce a student's involvement, making the lesson more interactive and engaging. Similarly, Portana et al. (2021) suggested that well-designed instructional materials enhance students' problem-solving and critical thinking. This reinforces the findings that instructional materials positively affect learning experience, with its high composite mean in this study.

The highest mean of 3.76 among the 10 indicators means students believe the instructional materials used help engage the learning process. This finding corroborates the study of Abidoye and Abidoye (2023) on instructional materials, which reported a significant relationship between the variables and contributing to higher academic performance levels among students. This shows that instructional material needs to be periodically incorporated into teaching strategies to maintain student interest, leading to a more dynamic learning experience. Conversely, the lowest mean (3.65) implies that the instructional materials do help boost engagement as a whole but have less effect, at least in this context, on verbal participation than they do on understanding and enjoyment. This is supported by Bukoye (2019), who noted that the willingness of students to participate in discussions is affected by things like confidence, personality, and the atmosphere in the classroom. While there are instructional materials to facilitate comprehension, some students still hesitate to hold discussions because personal learning patterns drive those. They found that academic materials both correlate and qualitatively appear effective in improving academic performance. Still, some methods of increasing academic performance require more than instructional materials, such as group work, class discussion, and instructor tracking. Overall, the results confirm that using instructional materials increases engagement, understanding, and desire to learn. However, Galle et al. (2020) highlighted that they must be complemented

with interactive teaching strategies to optimize class engagement. They should make themselves available to their pupils while introducing classes that stimulate class dialogue.

Table 2

Mean Level of the Class Engagement of Bachelor of Elementary Education Students

INDICATORS	Weighted Mean	Verbal Description
1. I actively participate in class discussions when instructional materials are used.	3.59	High Level
2. I feel more engaged in lessons when instructional materials such as PowerPoint are utilized.	3.75	High Level
3. Instructional materials help me stay focused and attentive during class sessions.	3.75	High Level
4. I am more motivated to complete academic tasks when instructional materials are provided.	3.70	High Level
5. Using instructional materials encourages me to collaborate with my classmates.	3.68	High Level
6. I find it easier to understand lessons when using instructional materials.	3.73	High Level
7. Instructional materials make learning more enjoyable and interesting for me.	3.86	High Level
8. I review instructional materials outside of class to reinforce my learning.	3.59	High Level
9. I feel more confident in participating in activities when instructional materials are available.	3.67	High Level
10. The presence of instructional materials positively affects my overall academic engagement.	3.79	High Level
Composite Mean	3.71	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate Level, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

Table 2 presents the mean level of class engagement of Bachelor of Elementary Education students. The composite mean of 3.71 suggests that using instructional materials significantly impacts students' focus, motivation, and involvement in school activities. These materials help learners stay interested, understand the lessons better, and develop a positive attitude toward learning. This supports Kukulska-Hulme et al.'s (2023) point that engagement is key to doing well in school because it brings together different parts of the learning process. The highest score of 3.86 shows that when lessons are fun and engaging, students enjoy learning more. It also agrees with Tucker's (2029) view that students' emotions while learning, known as affective engagement, are crucial in keeping them motivated and involved. When learners who like the materials tend to focus and contribute to a positive class atmosphere. Foster (2023) also shared that instructional materials make classes more meaningful and interactive. On the other hand, the lowest-rated response was "I actively participate in class discussions when instructional materials are used," which scored 3.59. This suggests that while students enjoy learning with these materials, it doesn't always lead to them speaking up during class. Daniels and McCaffrey (2016) explained that active participation depends on factors like confidence and classroom interaction. So, even if the materials help students focus, some still hesitate to join discussions. But Sesmiyanti (2016) pointed out that cognitive engagement, which involves thinking deeply and solving problems, helps students understand better and makes them more likely to participate in learning activities. How instructional materials help improve class engagement by making lessons fun and easier to understand. Although they boost motivation and attention, other methods might still be needed to encourage students to participate more during class discussions.

Table 3 shows the mean level of academic performance of Bachelor of Elementary Education students in terms of class participation and homework activities. The composite mean of 3.70 under the class participation, interpreted as high level, indicates that instructional materials support student participation and engagement in class discussions. The results concur with Siwale and Izukanji (2019), who posit that instructional materials play an important role in increasing class engagement by supporting skill development and building on previous knowledge through collaborative group work. In addition, Khatete et al. (2020) underscores the significance of instructional materials in encouraging active engagement and enhancing academic performance from early

childhood through tertiary education. The high composite mean indicates that when instructional materials are incorporated within lessons, students are more at ease, focused, and assured in articulating their ideas during class discussions. The highest mean of 3.84 suggests that students are exceptionally responsive to visual and interactive instructional materials, which foster active learning and engagement. Bekkering and Ward (2020) support this finding by highlighting that instructional materials, especially visual aids, significantly enhance group activities and individual participation. This implies that incorporating more visual and tactile instructional tools in classroom activities can increase student involvement and improve comprehension. The lowest mean of 3.63 suggests that although instructional materials enhance engagement, some students may still face challenges in maintaining consistent attention. Mandefro (2020) identifies institutional and individual factors affecting participation, suggesting that while instructional materials are beneficial, additional support such as individualized attention or smaller class sizes could further enhance student confidence and focus.

Table 3

Mean level of Academic Performance of Bachelor of Elementary Education students in terms of Class Participation and Homework Activities

INDICATORS (Class Participation)	Weighted Mean	Verbal Description
1. I am encouraged to participate in discussions using instructional materials.	3.70	High Level
2. I listen attentively when my teacher uses instructional materials.	3.67	High Level
3. I feel more comfortable expressing my thoughts when instructional materials are available.	3.63	High Level
4. I actively participate in class discussions when I am familiar with the instructional materials.	3.65	High Level
5. I feel more involved in learning when teachers allow students to interact with instructional materials.	3.73	High Level
6. I am more willing to collaborate with classmates using instructional materials.	3.71	High Level
7. I prefer participating in class when activities involve charts, images, or hands-on materials.	3.84	High Level
8. I feel more confident answering oral recitations when using instructional materials.	3.67	High Level
9. I feel comfortable expressing my ideas and opinions when participating in discussions using instructional materials.	3.73	High Level
10. I actively listen and pay attention during class discussions when using instructional materials.	3.63	High Level
Composite Mean	3.70	High Level
INDICATORS (Homework Activities)		
1. I complete my homework faster when instructional materials are available.	3.70	High Level
2. I understand my homework better when my teacher provides clear examples using instructional materials.	3.81	High Level
3. I find homework more meaningful when teachers provide supporting instructional materials.	3.68	High Level
4. I review my instructional materials before answering my homework.	3.54	High Level
5. The instructional materials help me complete my homework effectively.	3.70	High Level
6. The instructional materials I need for my homework are easy to access.	3.62	High Level
7. The instructional materials provide clear explanations that help me understand the homework content.	3.71	High Level
8. The range of available instructional materials helps me approach my homework differently.	3.60	High Level
9. Digital resources help me complete my homework.	3.70	High Level
10. The instructional materials support solving difficult problems in my homework.	3.75	High Level
Composite Mean	3.68	High Level

Legend: 3.25–4.00 High Level, 2.50–3.24 Moderate Level, 1.75–2.49 Low Level, 1.00–1.74 Very Low Level

Moreover, the composite mean for homework activities is 3.68, interpreted as a high level of agreement. This suggests that instructional materials are vital in supporting students' ability to complete and understand

homework assignments. Furda & Shuleski (2019) argue that while homework is necessary, its effectiveness depends on the type and amount assigned, reinforcing the idea that well-structured instructional materials positively impact student performance. Furthermore, Salame and Hanna (2020) highlight that instructional materials improve comprehension, increase engagement, and lead to better learning outcomes when used effectively for homework tasks. The highest mean of 3.81 indicates that providing clear, example-based instructional materials helps students better comprehend and complete homework tasks. Fernandez-Alonso et al. (2015) affirm that the purpose and clarity of homework are crucial for enhancing student learning outcomes. This suggests that teachers should continue to use explicit examples and diverse instructional resources to support independent learning at home. The lowest mean of 3.54 indicates that fewer students consistently review instructional materials before completing their homework. Hafezi & Etemadinia (2022) suggest that effective homework design should not only reinforce classroom learning but also encourage independent review and reflection. This implies that educators might consider strategies to foster habits of reviewing instructional materials, such as incorporating review-based assignments or prompting reflection before homework submission.

Table 4

Correlation Coefficients and P-values for Hypothesis Testing No. 1

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Instructional Materials → Academic Performance (Class Participation)	0.389	0.151	2.000	3.297	0.001	Highly Significant
Instructional Materials → Academic Performance (Homework activities)	0.549	0.301	2.000	5.129	0.001	
Instructional Materials → Academic Performance	0.503	0.253	2.000	4.545	0.001	

Legend: p-value < 0.001 Highly Significant; p-value < 0.05 Significant

Table 4 presents the correlation coefficient and p-values for hypothesis testing no. 1. Based on the statistical treatment, the result indicates a strong positive relationship between instructional materials and academic performance through class participation and homework activities. The correlation coefficient between instructional material utilization and class participation is 0.389, and there is a positive relationship, explaining 15.1% of the variance in class participation ($r^2 = 0.151$). The t-value of 3.297 is higher than the critical value of 2.000, and the p-value of 0.001 validates the relationship as being significant. Similarly, the relationship between instructional materials and homework activity is more pronounced, with a correlation coefficient of 0.549 and an effect size of 0.301, indicating that 30.1% of the variation in homework performance is explained by instructional materials. The t-value of 5.129 and p-value of 0.001 also confirm this very significant relationship. This finding is consistent with research by Awolaju (2016), where he highlights the importance of instructional materials in enhancing students' academic performance. Through his research, he found that students taught through sufficient and diversified instructional materials tend to perform better than those who are taught by only lecture methods. This implies that exposure to good instructional materials helps students relate theoretical knowledge to practical assignments and enhances their capability to do homework correctly and efficiently. Finally, the association between instructional materials and general academic performance is also extremely important, with a correlation coefficient of 0.503 and an effect size of 0.253, implying that 25.3% of academic performance variance is explained by instructional materials (t-value = 4.545, p-value = 0.001). These results lead to the rejection of the null hypothesis, which stated that there is no significant relationship between instructional materials and the academic performance of Bachelor of Elementary Education students. The statistical data affirm that the application of instructional materials significantly improves the performance of students in all areas that were measured. These findings, supported by the research of Tety (2016), emphasize the significance of quality instructional materials in improving both teacher performance and student learning achievement. His research established that if instructional materials are properly supplied and utilized, they

minimize learning hindrances and enhance academic achievement by facilitating multi-sensory stimulation. This corroborates the interpretation of the current study that instructional materials have a central role in enhancing general academic performance through increased comprehension and retention. Additionally, Ong'amo et al. (2017) discovered that institutions that have sufficient instructional resources always record good academic performance in comparison with those that lack instructional resources. Their research indicates that instructional materials not only contribute to conceptual clarity but also enhance the motivation of learners to deal with learning tasks. The research also resonates with Neji & Ntibi (2019a), who contend that the lack of instructional materials is a reason for poor performance, especially in hands-on subjects. Their research highlights that instructional materials play a critical role in creating student-centered learning environments where students are actively engaged in the learning process, enhancing their academic performance.

Table 5

Correlation Coefficients and P-values for Hypothesis Testing No. 2

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Instructional Materials → Class Engagement	0.523	0.273	2.000	4.791	0.001	Highly Significant

Legend: p-value < 0.001 Highly Significant; p-value < 0.05 Significant

Table 5 shows the result of the hypothesis for item #2. The results reveal that instructional materials have a direct and significant relationship with the class engagement of Bachelor of Elementary Education students. This is based on the correlation coefficient of 0.523, which indicates a high positive correlation between the two variables. This indicates that as Bachelor of Elementary Education students increase the instructional materials, the class engagement increases as well. The effect size of 0.273, or 27.3% supported the relationship between the two variables. Additionally, the results of the t-value, which is 4.791 are higher than the critical value of 2.000. These are backed up by the P-value of 0.001, which is less than 0.02. Thus, this leads to the rejection of the null hypothesis. Table 8 also provides the results of a correlation analysis between instructional materials and class engagement among Bachelor of Elementary Education students at Divine Word College of San Jose. The data shows a strong and statistically significant relationship ($p = 0.001$) between the two variables, with a correlation coefficient of 0.523 and an effect size of 0.273. This finding suggests that instructional materials play a critical role in enhancing class engagement by helping learners grasp concepts, stay motivated, and actively participate in class activities. In line with Gomez (2018), materials like worksheets, audiovisual tools, and hands-on resources are key to boosting student motivation and enthusiasm for learning. The results of this study corroborate existing research, affirming that well-crafted instructional materials are linked to greater class engagement and improved academic outcomes. The significant relationship between instructional materials and class engagement underscores the importance of providing high-quality and relevant resources to enrich the learning process. Portana et al. (2021) also argue that carefully designed instructional materials help students develop higher-order cognitive skills and enhance their understanding of complex subjects. However, their research highlights the potential challenges of poorly designed materials, stressing the need for ongoing development and teacher training in creating effective instructional resources. Similarly, Abidoye & Abidoye (2023) found that students who had access to instructional materials performed better academically, underscoring their positive influence on student achievement. This study further supports the notion that well-chosen instructional materials lead to increased class engagement by making lessons more interactive, relatable, and effective. Moreover, the findings are consistent with Sinatra et al. (2015), who state that class engagement is influenced by cognitive, affective, and behavioral factors. Daniels & McCaffrey (2016) suggest that instructional materials enhance behavioral engagement by promoting active participation in class activities and discussions. Sesmiyanti (2016) also points out that such materials contribute to cognitive engagement by fostering deeper learning, critical thinking, and problem-solving abilities. Furthermore, Tucker (2019) emphasizes that affective engagement, or the emotional connection to learning, is strengthened when materials are engaging, relevant, and enjoyable. In conclusion, the study validates the importance of instructional materials in fostering class

engagement, as indicated by the significant correlation presented in Table 5. These results emphasize the need for continued investment in quality instructional resources and comprehensive teacher training on how to use them effectively. As Galle et al. (2020) recommend, schools may prioritize the availability and proper use of instructional materials to ensure an engaging, interactive, and productive learning experience. By improving both the quantity and quality of instructional resources, educators can enhance class engagement, boost academic outcomes, and create a more dynamic and participatory learning environment.

4. Conclusion

Based on the findings of the study, the researchers conclude the following: The study found that instructional materials for Bachelor of Elementary Education students at Divine Word College of San Jose are at a high level. This indicates that the instructional materials provided are well-developed, relevant, and effectively support students' learning. Class engagement was also found to be at a high level, suggesting that students actively participate in their learning process. This level of engagement can be attributed to the quality and effectiveness of the instructional materials provided. Level of Academic Performance of Bachelor of Elementary Education Students in Divine Word College of San Jose: the findings showed that students' class participation was rated highly, indicating their active involvement in discussions and classroom activities; similarly, their performance in homework activities was positively evaluated, suggesting that they effectively apply what they have learned outside the classroom. The statistical analysis showed a moderate but significant correlation between instructional materials and academic performance. This suggests that well-developed instructional materials contribute to improved academic outcomes among students. The results revealed a strong connection between instructional materials and class engagement. This indicates that the presence and proper utilization of instructional materials significantly enhances students' participation in educational activities.

Recommendation - The following suggestions are made based on the study's findings and conclusions: Teachers may regularly develop and refine instructional materials so that they become relevant, interactive, and curriculum-aligned. The use of interactive and technology-enabled resources can heavily contribute to increased class engagement and learning. The instructional materials made by a teacher may include various cultural backgrounds and experiences to better engage with students. It can enhance inclusivity and make it easier for students to apply classroom ideas to real-world scenarios. Level of Academic Performance of Bachelor of Elementary Education Students in Divine Word College of San Jose: The teaching tools used by teachers may be enhanced from time to time to enhance class participation. It fosters skill development and impacts students' progression at an early age. Teachers may design homework activities that align with students' creativity, strengths, and capabilities. Such alignment can motivate students to extend their learning beyond the classroom, leading to improved writing proficiency and greater engagement in the subject matter. The school administrators may provide workshops and training sessions for their teachers to learn innovative instructional material design and application. Educators should have the capacity to incorporate new tools and resources appropriately into teaching practice. Teachers may promote the utilization of digital platforms and multimedia resources as complementary materials to traditional instructional resources. This accommodates varied learning styles and equips learners with the requirements of the 21st century. Future researchers may promote collaboration among faculty, students, and educational leaders to ensure the instructional resources represent the interests of all stakeholders. This collaborative engagement improves the quality and relevance of educational resources.

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Parenting styles affecting the behavior and academic achievements of Grade 12 academic achievers in Divine World College of San Jose

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Abstract

How schools engage with children and parents, including parenting practices, plays a crucial role in students' development at home and school. Using a descriptive-correlational research design, this study examined how parenting styles (authoritative, authoritarian, and permissive) affect the behavior and academic achievement of Grade 12 academic achievers at Divine Word College of San Jose. A validated researcher-made questionnaire was distributed to 92 Grade 12 academic achievers to gather insights into their experiences with various parenting styles. The results reveal that even though most students continued to excel academically, the way that parents behaved significantly influenced their students' behavior. Authoritative parenting correlated with academic success and well-adjusted behavior, while authoritarian parenting produced disciplined but sometimes inflexible students. In contrast, permissive parenting showed mixed results: while some students demonstrated self-motivation and academic discipline, others lacked both. There was a significant relationship between parenting styles and, based on statistical analysis, student behavior ($p = 0.042$) and academic achievement ($p = 0.049$). Notably, permissive parenting impacted behavior ($p = 0.049$) and academic achievement ($p = 0.050$), whereas authoritative and authoritarian parenting showed no statistically significant effects. The results underscore the need for balanced parenting, emphasizing discipline and emotional support. The findings highlight the importance of balanced parenting approaches in fostering positive behavior and academic success. While different parenting styles exist, ensuring a structured yet supportive environment is crucial for helping students reach their full potential. Educators and parents may work together to create an environment that promotes students' learning, self-discipline, and holistic development.

Keywords: parenting styles, behavior, academic achievement, academic achievers, permissive parenting style

Parenting styles affecting the behavior and academic achievements of Grade 12 academic achievers in Divine World College of San Jose

1. Introduction

Many parents adopt distinct parenting styles, each characterized by a unique approach to raising their children, including various methods of discipline, communication, and emotional support, ultimately influencing their children's development, behavior, and overall well-being. The influence of parenting styles on students' behavior and academic achievement is a compelling topic that reveals much about the unseen dynamics shaping educational success, as cited by Odongo et al. (2016). Parenting is a broad term that talks about all forms of parental involvement with students and the kind of relationship between them (Hassan et al., 2022). In addition, Ugwuanyi et al. (2020) believe parents are responsible for raising their children and becoming responsible citizens. Parenting approaches in students' lives inside the home establish numerous social environments. Parenting styles vary culturally. In Asian countries like Pakistan, parenting styles refer to how parents control their children's lives. Parental behaviors and attitudes affect children's early and future lives. Children need solid parent-child connections to behave consistently, be self-sufficient, gain social skills, and become independent. This is connected to parental attitudes and behaviors, or parenting approaches. Authoritative, authoritarianism, permissiveness, apathy, and overprotection are common parenting styles (Checa et al., 2019). Authoritative parents oversee children, but their urgent needs are considered.

An authoritative environment encourages youngsters to trust themselves within fair bounds and develops healthy sovereignty (Dakers and Guse, 2020). Children raised in a democratic family can be confident, self-sufficient, creative, and healthy. It is common in patriarchal societies (Kösterelioğlu, 2018). Extreme authoritarians focus on the child's failure and mistakes rather than their own (Hassan et al., 2022). Permissive parents show warmth and care and do not set excessive expectations. According to them, the only way to love a child is to grant all their wants. Such parents would say, "Sure, you can stay out late." Such parents do not want to disappoint their children; thus, teens may make various decisions without telling them, believing they will not agree. There was an essential link between the permissive parenting style and students' academic grades, the authoritarian and authoritative parenting styles, and the students' average study grades. This study shows that parental influence plays an important role in students' educational success (Rahimpour et al., 2015). The researchers examined the workload, psychological resources, and academic achievement of primary school students. Academic self-efficacy, self-regulated learning, and academic performance are all influenced by parental support for academic autonomy. Parental control correlated negatively with academic self-efficacy, self-regulated learning, and success (Grijalva-Quinonez et al., 2020; Theresya et al., 2018). Recent studies have further elucidated the complex relationship between parenting styles and the academic performance of senior high school students. A study (Kösterelioğlu, 2018) found that authoritarian and overprotective parenting styles significantly affected both performance approach and performance avoidance orientations. This suggests that these parenting styles may influence students to focus on outperforming others or avoiding failure rather than fostering a genuine interest in learning. Additionally, research by Hassan et al. (2022) examined the moderating role of digital literacy in the relationship between parenting styles and student academic achievement orientation. The study revealed that authoritative parenting positively influenced students' self-efficacy, which was further enhanced by high levels of digital literacy. This underscores the importance of integrating modern competencies with supportive parenting to optimize educational outcomes.

This study aims to thoroughly investigate the effect of various parenting styles on the behavior and academic achievement of Grade 12 academic achievers in DWCSJ. By examining a range of parenting approaches, from authoritative, authoritarian, and permissive, the study aims to identify significant correlations between these styles and students' behavioral patterns as well as their performance in school. Additionally, the

research seeks to provide comprehensive insights that can inform and enhance strategies for promoting positive child development. This includes fostering better academic outcomes, improving social skills, and encouraging emotional well-being. Ultimately, the findings from this study will be instrumental in guiding educators, parents, and policymakers in developing and implementing effective interventions and support systems that nurture students' overall growth and success. This research aims to contribute a deeper understanding of the critical role in shaping young individuals' educational and behavioral trajectories.

Statement of the Problem - This study aimed to determine the effect of parenting styles on the behavior and academic achievements of the Senior High School students at Divine Word College of San Jose. Specifically, it sought to answer the following questions: (1) What is the level of the parenting styles of the parents of Grade 12 Academic Achievers in Divine Word College of San Jose in terms of authoritative, authoritarian, and permissive? (2) What is the extent of the behavior of Grade 12 academic achievers in Divine Word College of San Jose? (3) What is the level of the academic achievement of Grade 12 Academic achievers in Divine Word College of San Jose? (4) Is there a significant relationship between the behavior of the Grade 12 academic achievers and the parenting styles of their parents? (5) Is there a significant relationship between the academic engagement of the Grade 12 academic achievers and the parenting styles of their parents?

Significance of the Study - The researcher considered that the results of the study will provide a basis for this study is significant for several beneficiaries, including first Educators. This study will benefit educators by helping them understand the influence of parenting on students. It will assist educators in creating more effective, empathetic, and supportive educational experiences that cater to the development of students. To Parents and Guardians. This study will help parents become aware of the importance of effective parenting and its effect on their children's behavior and academic achievements. Parents and guardians can adopt practices promoting their children's well-being and success. Informed parents and guardians can create a nurturing environment that fosters their children's growth and long-term success. Understanding the types of parenting they experience allows students to gain critical insights into their behavior, academic performance, and emotional well-being. This knowledge empowers them to develop coping strategies, improve their self-awareness, and make decisions that positively affect their academic and personal lives. To Schools, studying benefits the schools to make necessary actions and regulations aligned with different parenting styles on students' behavior and academic achievements for effective educational policies and interventions. The study will benefit future researchers by understanding the effect of different parenting styles on behavior and academic achievement. The study aims to contribute valuable insights and practical recommendations to improve educational outcomes and overall student well-being.

Scope and Delimitation of the Study - The study was limited to Grade 12 academic achievers who enrolled at Divine Word College of San Jose. The study focused solely on Grade 12 academic achievers; other Grade 12 students were not included. The study will specifically determine how different parenting styles—authoritative, authoritarian, and permissive— affect the behavior and academic achievement of Grade 12 academic achievers in Divine Word College of San Jose. It examines the effects of these parenting styles on students' behavioral patterns and academic achievements, providing insights into how each style affects their learning outcomes. The respondents of this study consist of 92 Grade 12 academic achievers in Divine Word College of San Jose. The study was conducted during the first and second semesters of the academic year 2024-2025. To gather data, the researchers utilized a researcher-made survey questionnaire, and a four-point Likert scale was used to analyze the results.

2. Methodology

Research Design - This study used a descriptive correlational design to determine the level of the parenting styles of the parents of Grade 12 Academic achievers in terms of Authoritative, Authoritarian, and Permissive, and also to determine the behavior and academic achievement of Grade 12 achievers. Moreover, a correlational design was used to determine the significant relationship among the three identified variables.

Respondent of the study - This study used complete enumeration to include all Grade 12 academic achievers in Divine Word College of San Jose. There were 92 academic achievers, and they all participated in answering the validated researcher-made questionnaire.

Research Instrument - This study used a researcher-made instrument to gather quantitative data on respondents' perceptions and experiences regarding the effect of parenting styles on behavior and academic achievements among Grade 12 academic achievers at Divine Word College of San Jose. This instrument used a 4-point Likert scale and consisted of three (3) parts; part I contains the questions about parenting style in terms of authoritative, authoritarian, and permissive as perceived by Grade 12 academic achievers, with 18 items. Part II contains 10 items about behavior. Part III is about academic achievement, which has 20 items, totaling 48. In addition, the research adviser and faculty members of the senior high school department validated and reviewed the researcher-made instrument. After careful review by the validators, the researchers incorporated comments and suggestions to finalize the copy.

Data Gathering Procedure - Once the permit to conduct the study was granted by the researchers, the letter to conduct the study was forwarded to the senior high school coordinator for the administration of the survey questionnaire. The questionnaire was distributed and administered personally to the 92 Grade 12 academic achievers at the senior High school. The questionnaire was retrieved after all the respondents answered the survey questionnaire. The data gathering was conducted face-to-face and completed in one day, ensuring that all respondents could answer the survey questionnaire efficiently. The result of the study was analyzed and treated statistically.

Statistical Treatment of Data - The data was gathered and collected using descriptive statistics, which provided a summary of the research data. These statistics helped describe the data's basic features, offering simple summaries about the sample and the measures. The weighted means computation was used to determine the level of parenting styles, behavior, and academic achievement of Grade 12 achievers. In addition, correlational analysis using Pearson's *r*-moment correlation was used to determine if there is a significant relationship among the identified variables.

Ethical Consideration - The researchers follow ethical procedures in conducting this study. Permission from the senior high coordinator and teachers, as well as securing informed consent from participants, was granted first. Confidentiality and anonymity were ensured by coding data and securely storing information. Participation was voluntary, and the psychological well-being of respondents was prioritized by avoiding distressing questions and providing access to support resources. Additionally, data were reported honestly, and any limitations were acknowledged. Moreover, the APA 7th Edition was applied to recognize the supporting literature's authors properly.

3. Result and Discussion

Table 1 shows the mean levels of parenting styles among the parents of Grade 12 academic achievers in authoritative, authoritarian, and permissive styles. The composite mean of 3.03 is classified as a moderate level. This suggests that while students experience a structured and supportive parenting approach, there is still room for improvement in its implementation. In addition, this study implies that while respondents benefit from this parenting style, enhancing parental involvement, particularly in emotional support and guidance, could further strengthen its positive effect. According to Hoskins (2014), authoritative parents exhibit high responsiveness and demandingness, balancing discipline with warmth and communication. This parenting style is linked to positive adolescent development, fostering self-discipline, confidence, and strong decision-making skills.

Additionally, Sarwar (2016) found that authoritative parenting significantly reduces the risk of delinquent behavior by maintaining a well-balanced approach to discipline and support. The highest-rated statement, with a mean score of 3.28 (High Level), suggests that respondents feel included in family decision-making, a key characteristic of authoritative parenting. According to Muhammad (2023), authoritative parenting promotes

Table 1

Mean Level of the Parenting Styles of the Parents of Grade 12 Academic Achievers in terms of Authoritative, Authoritarian, and Permissive

INDICATORS (Authoritative)	Weighted Mean	Verbal Description
1. My parents/guardians are responsive to my feelings and needs.	3.23	Moderate Level
2. My parents/guardians explain to me how they feel about my good/bad behavior.	3.14	Moderate Level
3. My parents/guardians encourage me to talk about my feelings and problems.	2.52	Moderate Level
4. My parents/guardians explain the reasons behind their expectations for me.	3.00	Moderate Level
5. My parents/guardians consider my preferences when making plans for the family (e.g., weekends, vacations).	3.28	High Level
6. My parents/guardians respect my opinions and encourage me to express them.	3.03	Moderate level
Composite Mean	3.03	Moderate Level
INDICATORS (Authoritarian)		
1. My parents/guardians punish me by taking away privileges (e.g., TV, games, visiting friends).	1.92	Low Level
2. My parents/guardians become very angry and express their frustration when I misbehave.	2.71	Moderate Level
3. My parents/guardians spank me when I do something they do not like.	1.59	Low Level
4. My parents/guardian use criticism to correct my behavior.	2.30	Low Level
5. My parents/guardians threaten me as a form of punishment without giving clear reasons.	1.74	Low Level
6. My parents/guardian punishes me by withholding emotional affection (e.g., no kisses or hugs)	1.53	Low Level
Composite Mean	1.97	Low Level
INDICATORS (Permissive)		
1. My parents/guardian find it difficult to discipline me.	1.91	Low Level
2. My parents/guardians spoil me.	2.30	Low Level
3. My parents/guardians ignore my bad behavior.	1.42	Low Level
4. My parents/guardians often use severe punishment when I misbehave.	1.63	Low Level
5. My parents/guardians establish rules that I must follow without exception.	2.05	Low Level
6. I feel that my parents/guardians expect me to be obedient without questioning their authority.	2.52	Moderate Level
Composite Mean	1.97	Low Level

Legend: 3.25-4.00 High Level, 2.50-3.24 Moderate Level, 1.75-2.49 Low Level, 1.00-1.74 Very Low Level

When children are given a voice in family decisions, they develop a strong sense of self-worth and responsibility, which positively influences their academic performance and social interactions. The findings highlight that respondents' parents successfully encourage independence while maintaining structure, which helps students develop critical thinking skills and confidence in their decision-making abilities. The composite mean of 1.97 in authoritarianism is classified as a low level, indicating that authoritarian parenting is not intensely practiced among the respondents' parents or guardians. According to Hoskins (2014), authoritarian parents are highly demanding but show minimal responsiveness, prioritizing strict obedience over emotional support. This style discourages open communication and enforces rigid control over children's independence and decision-making. The low composite mean suggests that most respondents do not experience extreme authoritarian parenting. However, Sarwar (2016) found that excessive parental control and rigid discipline can lead to rebellious behavior and misconduct, implying that while authoritarian parenting is not dominant in this group, its effects should still be considered in cases where it is present. The highest-rated statement, with a mean score of 2.71 (Moderate Level), suggests that while authoritarian parenting is generally low, some respondents experience strict emotional reactions from their parents when they make mistakes. Li et al. (2023) highlight that authoritarian parents enforce discipline without explanation, expecting absolute compliance. This can lead to feelings of fear, stress, and anxiety in children, affecting their self-esteem and academic motivation. Similarly,

Janius et al. (2024) found that students raised under authoritarian parenting tend to exhibit highly active behaviors at school, often struggling with self-regulation. While some positive behavioral adjustments can be observed with guidance, strict emotional discipline may hinder children's ability to express themselves confidently and develop independent problem-solving skills.

Regarding permissiveness, the composite mean of 1.97 is categorized as low, suggesting that permissive parenting is not a dominant approach among the respondents' parents or guardians. According to Kendra (2015), permissive parenting is characterized by high responsiveness but low demands, where parents provide warmth and affection but impose few rules or expectations. While this approach fosters emotional closeness, it may also lead to difficulty in self-regulation, low achievement, and a lack of discipline in children. The low composite mean in this study indicates that most respondents do not experience extreme permissiveness, suggesting that their parents maintain some level of discipline and expectations for behavior and academic performance. The highest-rated statement, with a mean score of 2.52 (Moderate Level), suggests that, despite the overall low presence of permissive parenting, some respondents still feel that their parents enforce obedience without much explanation. This contradicts the core characteristics of permissive parenting, which typically involve high freedom and limited structure. According to Jaydon & Tripathu (2017), permissive parents often act more as friends than authority figures, compensating for what they may have lacked in their childhood by offering their children excessive freedom. The findings suggest that while some elements of structure and authority exist in the respondents' households, the balance between freedom and discipline may not always be precise, leading some students to feel expected to obey without questioning. The lowest-rated statement, with a mean score of 1.42 (Low Level), indicates that most respondents do not experience neglectful permissiveness, meaning their parents still address and correct misbehavior rather than overlooking it. According to Sanvictores & Mendez (2022), one of the major concerns with permissive parenting is the lack of behavioral regulation, which can lead to impulsive decision-making and poor self-discipline. However, the low mean in this study suggests that most parents do not completely ignore their children's behavior, implying that some level of discipline and parental involvement is still present. This finding contrasts with Jaydon & Tripathu's (2017) claim that children from permissive households often lack behavioral control, suggesting that the respondents' parents still enforce some boundaries despite their generally permissive tendencies.

Table 2 shows the mean extent of the behavior of Grade 12 academic achievers. The composite mean of 3.50 is high, indicating that students generally exhibit positive behavioral traits such as responsibility, discipline, and respect for authority. According to Manuele et al. (2023), parenting styles emphasizing warmth, communication, and proper discipline significantly contribute to academic success and psychosocial adjustment. Similarly, Zaman (2014) highlights that a child's behavior is shaped by multiple factors, including parenting approaches, love, affection, and environmental support. The findings suggest that the respondents benefit from structured guidance and positive reinforcement, enabling them to engage in respectful and responsible behavior in school. The highest-rated statement, with a mean score of 3.73 (High Extent), reflects students' awareness of proper communication etiquette and situational behavior adjustment. Zaman et al. (2014) emphasize that effective communication is a crucial outcome of proper parenting, allowing children to regulate their responses based on the environment. Furthermore, Galang et al. (2019) highlight that peer relationships and school culture contribute to behavioral development, as students who engage with responsible and well-mannered peers tend to mirror similar behavior. They noted that financial difficulties and insufficient parental attention can affect a student's ability to develop strong self-regulation skills, which may explain variations in time management abilities among respondents.

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structured guidance and positive reinforcement, enabling them to engage in respectful and responsible behavior within the school setting. The highest-rated statement, with a mean score of 3.73 (High Extent), reflects students' awareness of proper communication etiquette and situational behavior adjustment. Zaman et al. (2014) emphasize that effective communication is a crucial outcome of proper parenting, as it allows children to regulate their responses based on the environment. Furthermore, Galang et al. (2019) highlight that peer relationships and school culture also contribute to behavioral development, as students who engage with responsible and well-mannered peers tend to mirror similar behavior. They noted that financial difficulties and insufficient parental attention can affect a student's ability to develop strong self-regulation skills, which may explain variations in time management abilities among respondents. Additionally, Zaman (2014) states that parenting styles influence discipline and responsibility, meaning that students who experience less structured parental expectations may find it harder to maintain consistent time management habits. The findings suggest that while most students demonstrate strong behavioral skills, reinforcing better time management strategies through parental and teacher guidance could further improve their efficiency and focus during school hours. The results indicate that Grade 12 academic achievers generally exhibit responsible and respectful behavior, as reflected in the high composite mean of 3.50. This aligns with research by Manuele et al. (2023), which emphasizes that supportive and structured parenting fosters emotional, social, and academic development. However, areas such as time management and prioritization could be strengthened with greater parental reinforcement and teacher guidance.

Table 2

Mean Extent of the Behavior of Grade 12 Academic Achievers

INDICATORS	Weighted Mean	Verbal Description
1. I actively follow my teacher's instructions to ensure a productive and respectful learning environment.	3.68	High Extent
2. I adjust my voice appropriately depending on the setting, whether in class discussions, group work, or independent study	3.73	High Extent
3. I attentively listen when my teachers or classmates speak, showing respect by maintaining eye contact and responding thoughtfully.	3.66	High Extent
4. I raise my hand or use appropriate means to ask questions or share insights, contributing to meaningful class discussions.	3.42	High Extent
5. I take responsibility for my learning by starting tasks promptly, staying focused, and completing assignments on time without needing constant reminders.	3.46	High Extent
6. I seek clarification or assistance when needed, demonstrating initiative and a willingness to improve.	3.63	High Extent
7. I maintain a clean and organized workspace, ensuring my desk and belongings are always tidy.	3.12	Moderate Extent
8. I manage my time wisely, avoiding unnecessary delays in the restroom or at the water fountain during class hours.	3.10	Moderate Extent
9. I engage in positive and inclusive interactions with my peers during breaks, promoting a friendly and respectful school environment.	3.59	High Extent
10. I follow all school policies, including playground, cafeteria, and common area rules, fostering a culture of respect and responsibility.	3.63	High Extent
Composite Mean	3.50	High Extent

Legend: 3.25-4.00 High Extent, 2.50-3.24 Moderate Extent, 1.75-2.49 Low Extent, 1.00-1.74 Very Low Extent

Table 3 shows the mean level of academic achievement of Grade 12 academic achievers. The composite mean of 3.37, categorized as a high level, indicates that students generally demonstrate strong motivation, effective study habits, and a commitment to learning. According to Sopiah & Yetti (2021), parenting style, achievement motivation, and self-regulation significantly affect academic success. Their study suggests that academic achievement is influenced not only directly by parenting style but also indirectly through self-regulation, highlighting the importance of parental guidance and motivation. Furthermore, Ozcan (2021) emphasizes that family involvement and collaboration with schools enhance students' academic performance and emotional well-being. The findings suggest that students benefit from supportive home environments that

encourage goal-setting, discipline, and active participation in learning, contributing to their high academic achievement levels. The highest-rated statement, with a mean score of 3.76 (High Level), indicates that respondents recognize the significance of time management in achieving their academic goals. According to Illahi & Khandai (2015), academic achievement is shaped by a combination of factors, including teaching strategies, curriculum design, and home influences. The high rating suggests that students value efficient time management as crucial to maintaining academic success. Additionally, Ozcan (2021) highlights that parental support and goal-setting help students develop self-discipline, enabling them to prioritize their tasks effectively. The findings imply that students benefit from a structured learning environment at home and school, allowing them to maximize their time and academic performance. The lowest-rated statement, with a mean score of 3.02 (Moderate Level), suggests that some students may not consistently engage in self-review and independent study outside of school. According to Sopiah & Yetti (2021), self-regulation serves as a mediating factor between parenting style and academic achievement, meaning that students who lack strong self-discipline or motivation may struggle with consistent review practices. Masud et al. (2014) also emphasize that authoritative parenting, which fosters independence and high expectations, contributes to academic success. The findings suggest that while students generally exhibit strong academic behaviors, encouraging regular self-review and independent learning could further enhance their performance and retention of knowledge. The results indicate that Grade 12 academic achievers demonstrate strong academic motivation, self-discipline, and time management skills, as reflected in the high composite mean of 3.37. This aligns with research by Sopiah & Yetti (2021) and Ozcan (2021), highlighting the importance of parental involvement, goal-setting, and self-regulation in academic success.

Table 3

Mean Level of the Academic Achievement of Grade 12 Academic Achievers

INDICATORS	Weighted Mean	Verbal Description
1. I am satisfied with my overall academic achievement in the last year.	3.21	Moderate Level
2. I set clear academic goals for myself regularly.	3.30	High Level
3. I am confident in my capability to meet my academic goals.	3.25	High Level
4. I proactively get assistance from teachers or classmates when I am struggling academically	3.36	High Level
5. I am involved in extracurricular activities related to academics (e.g., study clubs and academic organizations).	3.15	Moderate Level
6. My study habits are an important factor in my academic achievement.	3.53	High Level
7. I keep reviewing and editing what I learn after school hours.	3.02	Moderate Level
8. I feel that time management is very important for my success in my studies.	3.76	High Level
9. I am interested in doing well in my studies.	3.73	High Level
10. I cope well with academic pressure, particularly during examinations or deadlines.	3.30	High Level
11. I believe I am capable of achieving high grades.	3.47	High Level
12. I find my coursework challenging but manageable.	3.52	High Level
13. I am confident in my ability to understand complex concepts.	3.37	High Level
14. I am motivated to learn and achieve my academic goals.	3.61	High Level
15. I actively seek help when I am struggling with my studies.	3.35	High Level
16. I believe I am meeting the expectations of my teachers.	3.12	Moderate Level
17. I am organized in my approach to studying.	3.37	High Level
18. I am proactive in seeking opportunities to enhance my learning.	3.43	High Level
19. I believe I am meeting my academic potential.	3.22	Moderate Level
20. I believe my academic performance reflects my true abilities.	3.33	High Level
Composite Mean	3.37	High Level

Legend: 3.25-4.00 High Extent, 2.50-3.24 Moderate Extent, 1.75-2.49 Low Extent, 1.00-1.74 Very Low Extent

Table 4
Correlation Coefficients and P-values for Hypothesis Testing No. 1

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Parenting Styles (Authoritative)→ Behavior	-0.102	0.010	1.987	0.973	0.333	Not Significant
Parenting Styles (Authoritarian)→ Behavior	-0.146	0.021	1.987	1.400	0.165	Not Significant
Parenting Styles (Permissive)→ Behavior	-0.190	0.036	1.987	1.996	0.049	Significant
Parenting Styles → Behavior	-0.212	0.045	1.987	2.058	0.042	Significant

 Legend: $p\text{-value} < 0.05$ Significant

Table 4 reveals the correlation analysis between parenting styles and the behavior of Grade 12 academic achievers at Divine Word College of San Jose. The results indicate that permissive parenting and overall parenting styles have a significant relationship with student behavior, while authoritative and authoritarian parenting styles do not show a significant relationship. Specifically, permissive parenting ($p = 0.049$) and overall parenting styles ($p = 0.042$) have p-values below the 0.05 significance threshold, indicating that they significantly influence student behavior. Conversely, authoritative parenting ($p = 0.333$) and authoritarian parenting ($p = 0.165$) do not exhibit a significant correlation with behavior. These findings suggest that students' behavioral tendencies are more influenced by permissive parenting and the combination of multiple parenting styles rather than a single structured or disciplinary parenting approach. The significant relationship between permissive parenting and behavior implies that students who experience a more lenient parenting style develop behavioral tendencies influenced by minimal structure and discipline. According to Sanvictores & Mendez (2022), permissive parenting is characterized by high responsiveness but low expectations, leading to children who often struggle with self-regulation, discipline, and impulse control. Similarly, Jaydon & Tripathi (2017) state that permissive parents act more as friends than authority figures, which can result in children lacking accountability and structured behavioral guidance.

The findings of this study align with these observations, suggesting that students raised in permissive households may exhibit more independent but less disciplined behaviors, which can influence their interactions in academic and social settings. On the other hand, the lack of a significant relationship between authoritative and authoritarian parenting styles and student behavior suggests that structured parenting approaches—whether balanced (authoritative) or strict (authoritarian)—do not strongly determine students' observed behavior in this study. Hoskins (2014) explains that authoritative parenting fosters emotional regulation and responsibility through warmth and structure, while Sarwar (2016) highlights that authoritarian parenting enforces discipline through rigid control. However, the results indicate that neither of these structured approaches had a direct, measurable effect on student behavior. This could be attributed to external factors such as peer influence, school environment, or personal temperament, which may play a larger role in shaping student behavior than parenting style alone. Collectively, the findings suggest that permissive parenting and a combination of parenting styles significantly influence student behavior, whereas authoritative and authoritarian parenting styles do not show a strong correlation with behavioral outcomes. These results align with research by Galang et al. (2019), who emphasize that behavior is influenced not only by parenting but also by peer relationships, school culture, and teacher interactions. The study highlights the importance of balanced parenting strategies that combine warmth, discipline, and structure, ensuring that students develop self-regulation, responsibility, and positive behavioral traits both at home and in their academic environment.

Table 5
Correlation Coefficients and P-values for Hypothesis Testing No. 2

Variables	Correlation Coefficient	Effect Size (r^2)	Critical t-value	va t-value	P-value	Interpretation
Parenting Styles Authoritative → Academic Engagement	-0.067	0.004	1.987	0.637	0.526	Not Significant
Parenting Styles Authoritarian → Academic Engagement	-0.107	0.012	1.987	1.021	0.310	Not Significant
Parenting Styles (Permissive) → Academic Engagement	-0.155	0.024	1.987	1.988	0.050	Significant
Parenting Styles → Academic Engagement	-0.158	0.025	1.987	1.997	0.049	Significant

Legend: $p\text{-value} < 0.001$ Highly Significant; $p\text{-value} < 0.05$ Significant

Table 5 shows the correlation analysis between parenting styles and the academic engagement of Grade 12 academic achievers. Results indicate that permissive parenting and overall parenting styles have a significant relationship with academic engagement, while authoritative and authoritarian parenting styles do not show a significant relationship. Specifically, permissive parenting ($p = 0.050$) and overall parenting styles ($p = 0.049$) have p-values below or near the 0.05 significance threshold, indicating that they significantly influence academic engagement. Conversely, authoritative parenting ($p = 0.526$) and authoritarian parenting ($p = 0.310$) do not exhibit a significant correlation with academic engagement. These findings suggest that students' level of engagement in their studies is more influenced by permissive parenting and the combined effects of multiple parenting styles rather than structure and authoritative or authoritarian approaches. The significant relationship between permissive parenting and academic engagement implies that students raised in more lenient households tend to display distinct engagement patterns in their academic activities. According to Jaydon & Tripathi (2017), permissive parents offer high responsiveness but impose few rules, which can lead to children struggling with self-discipline and motivation. Similarly, Sanvictores & Mendez (2022) suggest that permissive parenting may result in students lacking strong academic habits, as they are given excessive freedom without clear academic expectations.

However, the presence of a significant correlation in this study suggests that permissive parenting may encourage students to develop self-directed learning habits, allowing them to engage in academics at their own pace and based on intrinsic motivation rather than external pressure. On the other hand, the lack of a significant relationship between authoritative and authoritarian parenting styles and academic engagement suggests that structured parenting approaches—whether balanced (authoritative) or strict (authoritarian)—do not directly influence students' engagement in their studies. Masud et al. (2014) highlight that authoritative parenting fosters self-efficacy and motivation through high expectations and warmth, while Ozcan (2021) emphasizes that parental involvement in goal-setting and academic planning enhances student performance. However, the results indicate that these structured parenting styles did not have a direct, measurable effect on academic engagement in this study. This could be due to external factors such as peer influence, school environment, and personal motivation, which may be more substantial in determining how actively students engage with their studies. In general, the findings suggest that permissive parenting and a combination of parenting styles significantly influence academic engagement, whereas authoritative and authoritarian parenting styles do not show a strong correlation with students' level of engagement in school. These results align with research by Sopiah & Yetti (2021), who emphasize that academic engagement is influenced not only by parenting styles but also by self-regulation, motivation, and school support. The study highlights the importance of balancing structure and autonomy in parenting, ensuring that students develop self-discipline, motivation, and a proactive approach to their education while still receiving the necessary support and guidance from their parents.

4. Conclusion

The study leads to the following conclusions. Authoritative parenting is practiced at a moderate level. Authoritarian parenting is at a low level, and permissive parenting style is also at a low level, indicating that students experience less restrictive and less indulgent parenting approaches. Student behavior was found to be high, meaning most students display positive behavioral traits such as respectful interaction, following school policies, and managing time wisely. Academic achievement among students was rated at a high level, showing that they are motivated, confident in their abilities, and actively engaging in learning. Time management was identified as an important factor in their academic success. There was no significant relationship between authoritative and authoritarian parenting styles and student behavior or academic achievement. However, permissive parenting showed a significant relationship with both, indicating a greater influence on students. The findings indicate that permissive parenting significantly affects both student behavior and academic achievement, while authoritative and authoritarian styles show no notable influence. This suggests that a more lenient parenting approach has a stronger effect on students' academic performance and conduct, highlighting the need for a balanced parenting style to support student development effectively.

Recommendation - Based on the findings of this study, the following recommendations are made to support the academic and behavioral development of Grade 12 Academic Achievers: Parenting styles may be adapted to provide a balance of guidance, discipline, and emotional support, helping children develop both academically and behaviorally. Understanding the effects of different parenting approaches can assist in creating a nurturing and structured environment for student success. Authoritative parenting may encourage open communication and mutual respect, allowing children to express themselves while still following set rules. This approach helps build confidence, responsibility, and a strong academic and personal growth foundation. Authoritarian parenting may be adjusted by being more flexible and understanding while maintaining discipline. A supportive yet structured environment can foster motivation, emotional well-being, and academic success. Permissive parenting may provide structure and set clear boundaries to ensure students remain focused and motivated. While nurturing independence, it is important to balance freedom with guidance to avoid excessive leniency. Parents may create a supportive home environment by balancing discipline with encouragement to help their children succeed academically and develop good behavior. Being actively involved in their child's education and fostering open communication can strengthen their learning and personal growth. Students may reflect on how their parents' approach influences their behavior and academic performance, allowing them to develop self-discipline and adaptability. Actively communicating with parents about their needs and challenges can also strengthen their personal and academic growth. Schools may implement workshops and counseling sessions that educate parents on the effects of different parenting styles on students' academic and behavioral development. Strengthening school-parent collaboration can provide students with a more supportive learning environment. Educators may create programs that guide parents in adopting effective parenting styles that support students' academic success and behavior. Collaboration between teachers and parents can help reinforce positive discipline and learning habits. Future Researchers may explore the long-term effects of parenting styles on students' academic and personal growth. Expanding the study to different age groups and educational settings can provide deeper insights into how parenting styles shape student outcomes

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Academic self-efficacy and laboratory engagement of BSEd students major in Science in Occidental Mindoro State College

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Abstract

Academic self-efficacy and laboratory engagement are essential to promote cognitive and psychomotor development among science students. Despite advancements in educational technology, laboratory performance has decreased. This study aims to determine the relationship between academic self-efficacy and laboratory engagement among Bachelor of Secondary Education (BSEd) Science majors at Occidental Mindoro State College. It sought to determine whether there is a significant relationship between students' belief in their academic abilities and active participation in laboratory activities. A quantitative-correlational research design was used. The researcher's questionnaire was distributed to 45 students in three sections to collect data. The weighted mean and Pearson Product-Moment Correlation Coefficient were calculated to determine the strength and significance of the relationship between variables. The study found a significant positive correlation ($r = 0.69$, $p < 0.001$) between academic self-efficacy and laboratory engagement. This suggests that students confident in their academic abilities are more likely to participate in laboratory tasks actively. This emphasizes the importance of self-belief in improving hands-on learning and practical application in science education. The study recommends that educators and administrators use strategies that enhance academic self-efficacy, such as giving constructive feedback, setting attainable goals, and recognizing student achievements. Laboratory activities should be student-centered, collaborative, and geared toward developing critical thinking. Furthermore, integrating laboratory tasks with specific learning objectives and providing mentorship and academic support can improve engagement and overall academic performance.

Keywords: academic self-efficacy, laboratory engagement, science education, academic performance, student motivation

Academic self-efficacy and laboratory engagement of BSEd students major in Science in Occidental Mindoro State College

1. Introduction

A laboratory is designed for experimentation, observation, and practical application within a specific field of study, where student engagement in practical activities enhances skills and reinforces theoretical knowledge (Sshana & Abulibdeh, 2020). Hands-on experience in laboratory settings deepens understanding and highlights the significance of practical learning. Riaz et al. (2023) emphasize that laboratories are essential for fostering active learning, enabling students to engage directly with scientific processes. Developing laboratory skills is crucial for tertiary students, as it enhances their ability to apply theoretical knowledge in practical contexts, leading to a more comprehensive understanding of their fields of study. On the other hand, academic self-efficacy, as defined by Hayat et al. (2020), refers to students' beliefs and attitudes regarding their ability to attain educational success, complete academic tasks, and effectively learn course material. As a crucial element of achievement motivation, self-efficacy affects how students perceive task difficulty, invest effort, and persist. Those with efficacy set ambitious goals, demonstrate effort and perseverance, and often outperform (Honicke et al., 2023). With the introduction of laboratory engagement and academic self-efficacy, it is evident that they are crucial factors in promoting students' cognitive development and psychomotor skills (Niazi et al., 2018) and improving academic performance (Luo et al., 2023). However, despite technological advancements, student performance in laboratory engagements is declining. Kolil et al. (2023) identified low self-efficacy as a significant barrier to success in laboratory practices, as laboratory education, while essential for reinforcing theoretical knowledge and developing practical skills, is often undervalued.

In Occidental Mindoro State College, particularly among Bachelor of Secondary Education majors in Science students, academic self-efficacy and laboratory engagement appear to be affected by challenges such as lack of tools and equipment, poor ventilation, inadequate facilities, persistence in the face of challenges, self-motivation, and others. With these concerns, the researchers aim to investigate the relationship between academic self-efficacy and laboratory engagement to understand better how these factors influence students' laboratory engagement. Specifically, it examines how students' confidence in their academic capabilities impacts their engagement and performance in laboratory activities despite various challenges. Gaining a deeper understanding of this relationship can offer valuable insights for enhancing laboratory-based learning and strengthening students' practical competencies.

Statement of the Problem - This study aims to determine the relationship between academic self-efficacy and the level of laboratory engagement of the BSEd Major in Science at Occidental Mindoro State College. Specifically, the study seeks to answer the following questions: (1) What is the level of academic self-efficacy of BSEd Major in Science students at Occidental Mindoro State College? (2) What is the level of laboratory engagement of a BSEd Major in Science at Occidental Mindoro State College? and (3) Is there a significant relationship between academic self-efficacy and laboratory engagement of BSEd Major in Science students at Occidental Mindoro State College?

Significance of the Study - The findings of this study will provide significant benefits to various stakeholders. First, this research will help students gain a better understanding of their perceptions of the educational environment in the Science program. It will also emphasize the relationship of academic self-efficacy to students' engagement in laboratory activities. By examining the relationship between academic self-efficacy and laboratory engagement, this study hopes to provide insights that can improve the overall learning experience of Bachelor of Secondary Education Science students. Second, the study will provide valuable insights to faculty members and educational policymakers, allowing them to contribute to and enhance teaching strategies, curriculum development, and policymaking. The findings could be a foundation for improving academic programs to

support student learning and professional development. Lastly, for future researchers, the methodologies used in this study, whether via surveys, interviews, or other research methods, will serve as a reference framework. These methods can be adapted or refined to meet specific research objectives, increasing the efficiency and effectiveness of future studies in related fields.

Scope and Delimitation of the Study - This study was limited to 45 students enrolled in the Bachelor of Secondary Education, Major in Science program for the Academic Year 2024-2025. The participants comprised 14 second-year students, 14 third-year students, and 17 fourth-year students. Students from other specializations were excluded from their study, as their academic programs do not require the exact extent of laboratory work and exposure. The scope of this research focused on examining the relationship between students' academic self-efficacy and their engagement in laboratory activities and the subsequent effects on their academic performance and motivation. The study aimed to identify factors influencing these aspects and propose improvement strategies. These strategies included the development of academic enhancement programs and psychological support initiatives designed to strengthen academic self-efficacy and laboratory engagement. Ultimately, the findings aimed to form a solid foundation for future Science educators.

2. Methodology

Research Design - This study utilized a descriptive-correlational design to describe the respondents' levels of academic self-efficacy and laboratory engagement. Moreover, a correlational design was used to determine the relationship between academic self-efficacy and laboratory engagement among BSEd major in Science students at Occidental Mindoro State College, San Jose Campus.

Respondents of the Study - The respondents of this study consist of the entire population of Bachelor of Secondary Education students majoring in Science who are officially enrolled at Occidental Mindoro State College for the Academic Year 2024-2025. A total of forty-five (45) students participated in the study, comprising fourteen (14) second-year students, fourteen (14) third-year students, and seventeen (17) fourth-year students. The selection of respondents was focused mainly on science majors, as they regularly engage in laboratory activities, which are essential to the focus of this research.

Research Instrument - This study used a researcher-made instrument to gather the needed data. The survey questions were intended to be distributed to respondents through printed forms, where they took the prepared survey questionnaires and provided their answers. The printed questionnaires were divided into two sections: the first, where they wrote general or personal information, and the second, which had a table of questions regarding the independent variable. This determined the level of academic self-efficacy and laboratory participation among Occidental Mindoro State College students majoring in science.

Data Gathering Procedure - The researchers conducted this study during the second Academic Year 2024-2025 semester. Before initiating data gathering, the researchers sought approval from the Dean of the College of Teacher Education Department, advisers, and respondents, who were given letters of request to sign. The data-gathering process was conducted over five days. During this time, the researchers distributed an online survey via Google Forms. The survey link was made available to the Dean of the College of Teacher Education and the advisers of the BSEd major in Science students, who then distributed it to the identified respondents. The form included clear and concise instructions to assist participants in answering questions correctly and consistently. The online format enabled the researchers to track the number of responses in real time and ensure timely collection. Following the survey period, the researchers checked the submitted responses for completeness and accuracy before moving on to the data analysis phase. To assess the accuracy and reliability of this study, all information submitted by respondents was accepted as confidential data and was used according to what they submitted. The researchers did not falsify participant responses but included the exact information provided.

Statistical Treatment of the Data - The data collected in this study were analyzed using statistical methods, specifically the mean and Pearson Product-Moment Correlation. The weighted mean computation was used to

determine the level of participants' responses for both academic self-efficacy and laboratory engagement. Pearson Product-Moment Correlation was utilized to assess the strength and direction of the possible relationship between self-efficacy and laboratory engagement. This analysis determined whether a higher level of academic self-efficacy was associated with lower levels of laboratory engagement and, conversely, whether lower self-efficacy was associated with higher levels of laboratory engagement. The results of this analysis provided valuable insights into the nature of the relationship between these two variables. This research also utilized the Likert scale to effectively measure respondents' degree of agreement or disagreement concerning their academic self-efficacy and laboratory engagement. This scale had four response options, ranging from "strongly agree" to "strongly disagree," and was intended to assess the level of agreement or disagreement with each.

Ethical Considerations - Several ethical principles were carefully followed while conducting this research to ensure the rights of participants and the study's integrity. Voluntary participation was strictly enforced, ensuring all participants willingly participated in the survey without being forced or pressured. Before data collection, participants were given detailed information about the research's purpose, procedures, and potential risks, allowing them to provide informed consent and understand their involvement. Moreover, confidentiality and anonymity were maintained throughout the study to protect participants' identities and personal data. All data were anonymized, and participant responses were securely stored, accessible only to the researchers. Fair sampling practices were also utilized to ensure that participants were chosen based on relevant criteria without discrimination or bias, enhancing the generalizability and fairness of the findings. The researchers took deliberate measures to protect participants from any form of physical, emotional, or psychological harm by fostering a safe and respectful environment where they could openly share their thoughts. In addition, the researchers adhered to ethical standards in reporting the findings, ensuring that issues such as plagiarism, data fabrication, and falsification were strictly avoided. To uphold the credibility and academic integrity of the study, all sources were properly acknowledged, data were presented accurately and honestly, and the results were communicated with complete transparency. Continuous monitoring and overseeing the identified ethical considerations are being implemented to proactively address any emerging ethical issues and, if necessary, revise or adjust the research design and procedures to ensure ongoing compliance with the study's ethical guidelines.

3. Results and Discussions.

Table 1

Mean Level of Academic Self-efficacy of BSEd Major in Science students

Indicators	Weighted Mean	Verbal Description
I am confident in completing any task assigned by my instructors.	3.33	Very High Level
I am well-prepared and perform well in all my reports.	3.18	High Level
I am motivated to complete assignments.	3.18	High Level
I am ingenious in providing learning resources for all subjects.	3.18	High Level
I managed to excel in every exam in different subjects.	2.87	High Level
I always stay focused on mastering challenging concepts.	3.02	High Level
I have no difficulty comprehending the context of a specific notion.	2.78	High Level
I always perform a thorough investigation and research before solving a given problem.	3.11	High Level
I am confident in my ability to perform well on each quiz.	2.93	High Level
I can apply numerous learning theories in real-life circumstances within our classroom.	2.96	High Level
Composite Mean	3.05	High Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Based on the data presented in Table 1, the overall composite mean of 3.05 was verbally interpreted as High Level, indicating that students generally regard themselves as academically capable and confident in handling academic tasks. Indicating a strong belief in their ability to meet academic requirements, the highest weighted mean of 3.33 indicates a Very High Level of confidence in completing academic responsibilities. This is an

essential indicator of high self-efficacy. The positive outlook correlates with Renninger and Hidi's (2019) findings, which concluded that students with higher academic self-efficacy are more motivated, persistent, and likely to achieve better educational outcomes. Moreover, several other areas with weighted means of 3.18 indicated a consistently high level of self-efficacy, demonstrating that students maintain positive attitudes toward preparedness, motivation, and resourcefulness, all of which are necessary for long-term academic success. This finding is consistent with Kristensen et al. (2023), who pointed out that higher levels of academic self-efficacy are strongly associated with increased engagement, persistence, and proactive use of learning strategies, all of which contribute significantly to students' academic achievement and personal development.

Meanwhile, the lowest recorded weighted mean was 2.78, which still falls into the High Level category. This suggests that some students find it more difficult to understand complex concepts, but it does not significantly impact their overall academic self-confidence. This finding is consistent with Putwain et al. (2012), who discovered that students with high self-efficacy can acknowledge difficulties without losing motivation and engagement in learning activities.

Table 2

Mean Level of Laboratory Engagement among BSEd major in Science students

Indicators	Weighted Mean	Verbal Description
I actively participate in laboratory activities and experiments.	3.31	Very High Level
I feel confident in performing laboratory tasks without constant supervision.	3.00	High Level
I collaborate effectively with my classmates during laboratory activities.	3.38	Very High Level
I can apply theoretical concepts learned in class to laboratory activities.	3.16	High Level
I prepare thoroughly before attending laboratory sessions.	3.18	High Level
I am comfortable using laboratory equipment and materials.	3.31	Very High Level
I seek clarification from my instructor or peers when encountering laboratory difficulties.	3.44	Very High Level
I can follow laboratory procedures and safety protocols accurately.	3.33	Very High Level
I take the initiative to explore and conduct additional experiments beyond the required tasks.	3.07	High Level
I find laboratory activities engaging and motivating.	3.49	Very High Level
I reflect on the outcomes of my laboratory activities to improve my performance.	3.38	Very High Level
I am confident in my ability to resolve issues during laboratory experiments.	3.18	High Level
I contribute ideas and solutions when working on group laboratory tasks.	3.24	High Level
I allocate sufficient time to study and understand laboratory-related concepts.	3.16	High Level
Laboratory activities enhance my understanding of science concepts.	3.53	Very High Level
Composite Mean	3.28	Very High Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Based on the results in Table 2, the composite mean of 3.28 indicates a Very High Level of Engagement. This suggests that students are firmly committed to participating in laboratory-related activities, demonstrating active involvement and an integration of practical experiences into their learning. The highest recorded weighted mean of 3.53, classified as Very High Level, illustrates the importance of laboratory activities in deepening students' scientific understanding. This finding is consistent with Forcino's (2013) findings, which showed that students who participated in laboratory-integrated courses improved significantly more in their conceptual knowledge than those who only received lecture-based instruction. The study highlighted that engaging in laboratory activities enables students to translate theoretical ideas into hands-on practice, strengthening their understanding of scientific concepts and enhancing the depth of their learning.

Additionally, the weighted mean of 3.49 indicates high student interest in laboratory tasks, which aligns with Mesghina's findings (2024). Her research showed that cooperative learning environments in the classroom improve academic performance while providing metacognitive and social-affective benefits. These settings increase students' motivation and emotional investment, resulting in deeper engagement and better learning

outcomes. Conversely, the lowest weighted mean of 3.00, although still interpreted as High Level, indicates the need for further development in students' confidence to perform laboratory tasks independently. This finding is consistent with the views of Surpless et al. (2014), who emphasized the importance of structured exposure to scientific processes, active participation, and the use of research-grade instrumentation in strengthening students' scientific skills and encouraging greater independence in laboratory work. The comparatively lower mean score in our study indicates that although students exhibit significant engagement, improved opportunities that foster autonomous practice and skill mastery remain necessary, as supported by Surpless et al.'s findings.

Table 3

Correlation Coefficients and p-values for Hypothesis Testing

Variables	Correlation Coefficient	Effect Size (r^2)	Critical Value	t-value	p-value	Interpretation
Academic Self-Efficacy → Laboratory Engagement	0.69	0.48	1.680	6.275	0.001	Highly Significant

Legend: p-value < 0.05 Significant

As shown in Table 3, the correlation analysis reveals a strong positive relationship between academic self-efficacy and laboratory engagement of primary science students, with a correlation coefficient of 0.69. This implies that students with higher confidence in their academic capabilities are more likely to engage in laboratory activities. Meanwhile, with a coefficient of determination (r^2) of 0.48, academic self-efficacy accounts for almost 48% of the variation in laboratory engagement. However, the p-value of 0.001 implies that it is significantly below the typical significance level of 0.05, and the t-value of 6.275 exceeded the required value of 1.680, suggesting that the correlation is statistically significant. This study aligns with research conducted by Schunk and DiBenedetto (2019), which shows that students' beliefs about their academic capabilities influence their academic motivation, self-regulation, and achievement. Honicke and Broadbent (2015) also supported this, stating that students with higher academic self-efficacy achieve higher grades and academic aspirations than those who doubt their academic capabilities.

4. Conclusions

The study revealed that the level of academic self-efficacy among BSEd Science majors at Occidental Mindoro State College, with an overall composite mean of 3.05, is interpreted as high. This indicates that students generally perceive themselves as capable and confident in accomplishing academic tasks. Additionally, the level of laboratory engagement yielded a composite mean of 3.28, which falls under the very high category. This suggests that students are highly engaged in laboratory-related activities and can integrate practical applications into their learning process. Furthermore, the results show a statistically significant positive relationship between academic self-efficacy and laboratory engagement, with a correlation coefficient of 0.69 and a p-value of 0.001. This implies that students with higher confidence in their academic abilities are more likely to participate actively in laboratory activities, demonstrating how self-belief contributes to practical engagement in science education.

Recommendations - Based on the results and conclusions of the study, the researchers draw out some recommendations: Teachers may use feedback, encouragement, and acknowledgment to help students develop academic self-efficacy. Teachers may use active learning approaches such as collaborative projects and hands-on experiments to increase student involvement, particularly in laboratory activities. Future researchers may conduct a similar study focusing on laboratory engagement and various science concepts like biology and chemistry to determine whether it varies across subjects. Future researchers may use a more diverse sample of students from other schools to verify the results of this study.

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The impact of teachers' training and classroom management on enhancing the learning experience of learners with disabilities in San Jose National High School

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Abstract

This study explores the impact of teachers' training and classroom management on enhancing the learning experiences of learners with disabilities (LWDs) at San Jose National High School. With the implementation of DepEd Order No. 44, s. 2021, which mandates inclusive education in the Philippines, it is essential to assess and evaluate how prepared the teachers are to support our learners with disabilities (LWDs). This research used a descriptive-correlational quantitative design, and the study collected data through a researcher-made instrument administered to all 45 teachers and 86 identified LWDs in the school. The results indicate that although most teachers have considerable teaching experience, many lack specific training in special education, specifically the strategies for handling LWDs. This lack hinders the ability of the teachers to implement inclusive strategies effectively. Classroom management practices were found to be moderately effective, especially in maintaining order and routine, but showed limitations in providing individualized support and fostering inclusivity. Despite these challenges, learners with disabilities displayed moderate to high levels of engagement, particularly in interactive and collaborative activities. Regression analysis revealed a significant positive correlation between teachers' training, classroom management, and improved learning experiences for LWDs. The findings highlight the importance of continuous professional development for teachers, specifically targeting inclusive education strategies, alongside stronger collaboration among educators, administrators, and stakeholders. This study also recommends broader comparative studies and incorporates qualitative methods to gain deeper insights into the lived experiences of LWDs and their teachers. Strengthening inclusive practices can ensure equitable and meaningful learning opportunities for all learners.

Keywords: inclusive education, teachers' training, classroom management, learners with disabilities, professional development

The impact of teachers' training and classroom management on enhancing the learning experience of learners with disabilities in San Jose National High School

1. Introduction

Teachers play an essential role in shaping students holistically, particularly for learners with disabilities. Research by Sharma and Sokal (2016) shows that educators need strong classroom management skills and specialized training in special education to create an inclusive learning environment. Wentzel and Ramani (2016) emphasize that strong classroom social networks contribute to higher levels of behavioral engagement. These findings reinforce the importance of creating structured and supportive learning environments to promote behavioral and academic growth. However, despite the significance of these factors, there is a lack of research on teachers' preparedness to handle diverse learning needs in secondary schools such as San Jose National High School.

The training that educators receive plays a vital role in effectively supporting learners with disabilities. Giovazolias et al. (2019) show that teachers who undergo specialized training in inclusive education are more likely to implement instructional strategies that accommodate various learning styles, leading to improved student achievement. Furthermore, Schütze et al. (2017) emphasize that professional development enhances teachers' capacity to manage behavioral challenges, creating a more supportive classroom environment. However, Ulla (2018) and Oliveira et al. (2019) highlight that many educators' concerns are about inadequate training in special education, emphasizing the need for more comprehensive professional development programs. Fortunately, the Department of Education in the Philippines mandated DepEd Order No. 44, s. 2021 states the need for capacity-building programs to equip teachers with the skills necessary for managing diverse learners.

Concerning classroom management, Oliver et al. (2011) believe that it significantly influences the learners' academic success. This research suggests that classrooms with clear expectations, consistent routines, and positive reinforcement improve student behavior and academic performance, particularly for those with disabilities. Likewise, Gage et al. (2018) and Korpershoek et al. (2016) state that effective management strategies, such as individualized support and structured interventions, have improved student engagement and reduced disruptive behaviors. Prothero (2023) reports that more than 70% of teachers have observed a recent increase in disruptive behaviors, such as bullying and defiance, in the classroom. Additionally, poorly managed classrooms often experience higher rates of disruptions, leading to decreased student engagement and academic underperformance. Also, Mitchell (2019) points out that while inclusive education has been widely promoted, there is limited empirical evidence on how specific classroom management strategies impact student behavior and academic performance in secondary schools. Addressing this gap is critical in developing policies and interventions that effectively support students with disabilities. Despite the growing body of research on classroom management and teacher training, there is still limited understanding of how these factors specifically affect students with disabilities. Studies emphasize the positive effects of evidence-based teaching approaches on student performance (Conroy et al. 2014; Jennings & DiPrete 2011).

San Jose National High School is following the nationwide implementation of DepEd Order No. 44, series of 2021, "Policy Guidelines of the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program," in which it encloses the provision of overall direction and guidance in the organization, management, and implementation of appropriate programs, services, and interventions for learners with disabilities. Unfortunately, the school lacks appropriate training to cater to the needs of LWDs. It is also challenging for the teachers to enhance learners' learning experiences since not all teachers can attend classroom management training for learners with disabilities. This study aims to assess the current level of teacher training in handling learners with disabilities and to determine the effect of classroom management on the academic performance of learners with disabilities. Specifically, the research will investigate whether there is

a significant relationship between teacher training and classroom management in enhancing the learning experiences of learners with disabilities.

Statement of the Problem - This study sought to determine the impact of teachers' training and classroom management on enhancing the learning experiences of learners with disabilities in San Jose National High School. Specifically, it sought to answer the following questions: (1) What is the profile of the student-respondents in terms of age, grade level, and types of disability? (2) What is the profile of the teacher-respondents in terms of age and years of teaching experience? (3) What is the level of teachers' training in handling learners with disabilities in San Jose National High School? (4) What is the extent of classroom management of the teachers in handling learners with disabilities in San Jose National High School? (5) What is the level of learning experiences of learners with disabilities? (6) Is the level of learning experiences of learners with disabilities significantly affected by the teachers' training and classroom management?

Significance of the Study - The researchers believe the study will benefit learners with disabilities by improving and developing their learning experiences. Second, the teachers must be fully equipped with the appropriate classroom management training to cater to learners with disabilities. Third, school administrators should assess the level of teachers' training and propose programs to enhance teachers' capabilities in handling learners with disabilities. Lastly, to future researchers, use this as a reference for further research regarding inclusive education, particularly the learning experiences of learners with disabilities.

Scope and Delimitation of the Study - This study focuses only on the learners with disabilities, teachers, and San Jose National High School administrators. This will only consider the learning experiences as an outcome and does not cover other problems that are not considered as one of the given factors. The study utilized a survey questionnaire to collect the needed data. This research aims to provide valuable insights into improving the learning process of learners with disabilities and teachers' capabilities and classroom management with the help of school training and programs and through proper training and development programs.

2. Methodology

Research Design - The study utilized a quantitative research design, specifically using a descriptive-correlational design. Descriptive research was used to determine the level of teachers' training, classroom management, and the learning experience of learners with disabilities in San Jose National High School. Meanwhile, the correlational aspect was used to determine if there was a significant relationship among the three variables.

Respondents of the Study - The respondents of this study included all teachers directly involved in the instruction and management of learners with disabilities, as well as all identified learners with disabilities at San Jose National High School. The researchers employed complete enumeration because all qualified individuals within the target population were selected as respondents for the study. There were 86 students and 45 teachers who participated in answering the survey.

Research Instrument - This study utilized a researcher-made questionnaire to efficiently collect data from teachers regarding their training, classroom management strategies, and their perceived impact on learners with disabilities. The questionnaire was developed based on the researcher's readings, previous studies, professional literature, and published and unpublished theses relevant to the study. Meanwhile, a Likert-scale format was used to measure respondents' levels of agreement on various statements related to teacher training effectiveness and classroom management challenges. To determine the reliability and validity of the researcher-made instrument, the researchers sought help from the experts from DWCSJ to check if the content of the questionnaires was related to the variables being studied. Comments and suggestions from the experts were incorporated into the final copy of the questionnaire.

Data Gathering Procedure - Data were collected through structured surveys and standardized assessment

tools, ensuring objective and measurable results. Before data collection, a consent letter was prepared and submitted for approval to the school principal, who granted approval after one week. During the data collection, the researchers presented the consent letter to every respondent. Data gathering was conducted using both online and face-to-face methods to accommodate respondents with limited or no Internet access. The entire data collection process was completed within seven days.

Statistical Treatment of the Data - The collected data were analyzed using descriptive and inferential statistics: descriptive statistics (mean, percentage, and frequency) were used to assess the current level of teacher training and resource availability. Pearson's correlation coefficient was used to determine the relationships between teacher training, classroom management, and the academic performance of learners with disabilities. Regression analysis was conducted to further understand the impact of independent variables on the learning experience of learners with disabilities.

Ethical Considerations - This study adhered to ethical research standards, including informed consent obtained from all participants, ensuring voluntary participation; confidentiality and anonymity of respondents were strictly maintained; and approval from the school principal was secured before data collection. Additionally, respondents were informed of their right to withdraw from the study without penalty. The researchers ensured that no physical, emotional, or psychological harm would result from participation. All information gathered was used solely for academic and research purposes. Furthermore, data was stored securely to prevent unauthorized access, and the results were presented truthfully and objectively, without distortion or bias.

3. Results and Discussions.

Table 1

Frequency Distribution of Student-Respondents According to Age, Grade Level, and Type of Disability (n=86)

Age	Frequency	Percent
10-12	2	2.3
13-15	41	47.7
16-18	38	44.2
19 - above	5	5.8
Grade Level		
Grade 7	13	15.1
Grade 8	21	24.4
Grade 9	17	19.8
Grade 10	10	11.6
Grade 11	25	29.1
Type of Disability		
Visual Impairment	48	55.8
Hearing Impairment	22	25.6
Learning Disability	10	11.6
Others	6	7.0
Total	86	100.0

Table 1 shows the age distribution of learners with disabilities at San Jose National High School. Most respondents, or 47.7%, were aged 13 to 15 years, indicating that nearly half of the students are in the early adolescent stage. This was followed by 44.2% between 16 and 18 years old, showing that many were in their mid- to late teens. A smaller group, 5.8%, was aged 19 and above, while only 2.3% fell within the 10–12 age bracket, making them the smallest group. Overall, this showed that most students with disabilities are within the typical age range of junior to senior high school. These results were consistent with the findings of Hallahan et al. (2020), who reported that most students with disabilities were identified during their middle and high school years, which fell within the 13–18 age range. Similarly, the Department of Education (2020) noted that the majority of learners with disabilities in the Philippines were enrolled at the secondary level, particularly during adolescence. The current study supported these findings, emphasizing the importance of this age group in implementing appropriate interventions and support strategies within the secondary education system. In terms of grade level, they were spread across various grade levels at San Jose National High School. The highest

percentage was recorded in Grade 11 (29.1%), indicating that many students could reach senior high school despite their challenges. Grade 8 followed with 24.4%, showing a strong presence during the middle years of junior high. Grades 9 (19.8%) and 7 (15.1%) had moderate representation, suggesting continued support during the early to mid-junior high levels. Grade 10 had the lowest percentage at 11.6%, which may have pointed to possible issues such as dropouts or increased academic and emotional challenges during this transition period. These findings were in line with the study of McLeskey et al. (2014), who found that students with disabilities often encountered greater difficulties during transitions, especially between junior and senior high school. This aligned with the lower enrollment observed in Grade 10, possibly due to challenges in meeting academic expectations, adjusting socially, or lacking adequate support. Similarly, Cortiella and Horowitz (2014) reported a rise in dropout rates during the later junior high years, often linked to rising academic pressure and limited accommodations. These studies supported the findings of this research, underlining the need for consistent support, targeted interventions, and well-trained teachers to assist students with disabilities in successfully moving through key educational stages.

Lastly, regarding students with disabilities based on their specific conditions at San Jose National High School. The results indicated that most learners had visual impairments, making up 55.8% of the respondents. Students with hearing impairments followed this at 25.6%, while those with learning disabilities comprised 11.6%. The remaining 7.0% had other types of disabilities. These figures suggested a strong demand for visual and auditory learning support within the school. The findings were supported by Miyauchi (2020), who pointed out that students with visual impairments needed assistive technologies and modified instructional materials to access learning more effectively. This aligned with the study's high number of visually impaired learners, emphasizing the importance of appropriate tools and resources. The presence of students with hearing impairments also aligned with the study of Rangel et al. (2022), which stressed the need for sign language, visual aids, and supportive environments to help avoid social and academic exclusion. Moreover, the number of students with learning disabilities reflected the observations of Brown (2022), who mentioned that although individualized teaching strategies were necessary, many educators were still not adequately trained to apply them. These results agreed with the literature reviewed and highlighted the urgent need for better teacher training, access to assistive technology, and inclusive practices to effectively support students with diverse learning needs.

Table 2

Frequency Distribution of Teacher-Respondents According to Age and Teaching Experience (n=45)

Age	Frequency	Percent
21-30	10	22.2
31-40	9	20.0
41-50	13	28.9
51. above	13	28.9
Teaching Experience		
below 3 years	3	6.7
3-5 years	2	4.4
6-10 years	18	40.0
more than 10 years	22	48.9
Total	45	100.0

Table 2 shows that teachers handling learners with disabilities at San Jose National High School came from a broad range of age groups. The most significant portions were those aged 41–50 years and 51 years and above, each accounting for 28.9% of the total. This suggested that a significant number of the teaching staff were experienced. Meanwhile, 22.2% were aged 21–30, representing younger educators who could bring fresh perspectives and adaptability. The smallest group, aged 31–40, made up only 20%, which pointed to a possible gap in mid-career teachers, raising questions about consistency and leadership in the school's inclusive education efforts. The findings of this study are supported by Billingsley & Bettini (2019), who emphasized that teacher experience is essential in delivering quality instruction to students with disabilities, as seasoned educators are more capable of implementing evidence-based practices effectively. This aligns with the current study's high percentage of teachers aged 41 and above. However, the notably low number of teachers in the 31–40 age group

raises concerns about long-term sustainability. According to Ingersoll and Perda (2008), as cited by Karakose et al. (2023), mid-career educators were vital in guiding and mentoring novice teachers and balancing innovative methods with practical experience. The lack of this age group may have posed challenges to leadership development and the consistent application of inclusive practices. Thus, the data highlighted a pattern consistent with prior studies and a structural issue that schools needed to address to ensure continuity and progress in inclusive education initiatives.

In terms of teaching experience, the data revealed that most teachers handling learners with disabilities at San Jose National High School had extensive experience. 48.9% (22 teachers) had been teaching learners with disabilities for more than 10 years, while 40% (18 teachers) had been doing so for 6 to 10 years. In contrast, only a small percentage had less teaching experience. About 6.7% (3 teachers) had been in the role for less than 3 years, and 4.4% (2 teachers) had 3 to 5 years of experience. These figures indicated that the school had a workforce with a strong background in handling learners with disabilities. 89% of the respondents had more than 6 years of experience, which likely contributed to the overall quality of instruction and support provided to these students. However, fewer teachers with less experience suggested a possible issue in attracting and developing new special education teachers. Without proper onboarding and mentorship, the school might face challenges in maintaining this level of expertise, particularly as more experienced teachers near retirement. These findings were consistent with the study of Billingsley (2018), who stated that experience and preparation are critical factors in a teacher's success in special education. Similarly, Friend and Bursuck (2019) found that seasoned teachers are often more skilled in applying inclusive strategies and classroom modifications, resulting in improved academic and social outcomes for learners with disabilities.

Table 3

Mean Level of Teachers' Training Handling Learners with Disabilities

Indicators	Weighted Mean	Verbal Description
I received sufficient training for handling Learners with Disabilities.	1.67	Very Low Level
I use different teaching strategies to support LWDs.	2.71	Moderate Level
I receive adequate resources from the school to teach LWDs.	1.96	Low Level
I need more professional development in handling LWDs.	3.67	High Level
I feel confident in my ability to create an inclusive classroom for LWDs.	2.44	Low Level
I receive adequate support from my colleagues and administration in handling LWDs.	2.78	Moderate Level
I feel that the current curriculum is adaptable to the needs of LWDs.	2.73	Moderate Level
I have access to assistive technology and tools that help support LWDs.	2.07	Low Level
I can assess and track the progress of LWDs effectively.	2.56	Low Level
I feel supported by the school in addressing the emotional and social needs of LWDs.	2.69	Moderate Level
OVERALL MEAN	2.53	Low Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Based on the weighted mean score of 2.53, the survey results reflected low teacher training in handling learners with disabilities at San Jose National High School. The highest-rated indicator, with a 3.67, showed that teachers recognized the importance of further professional development. However, the lowest scores—2.07 for access to assistive technology and 1.96 for access to necessary resources—revealed significant gaps in support that affected the teachers' ability to apply inclusive teaching strategies effectively. These results aligned with the findings of Florian & Black-Hawkins (2011), who pointed out that successful inclusive education appropriately required trained teachers, ongoing professional development, and sufficient teaching resources. The current study shared similar conclusions, as the lack of training appeared to lower teacher confidence and hinder their capacity to address the needs of learners with disabilities. In addition, the findings aligned with the study of Alquraini and Gut (2012), which reported that the absence of assistive technologies and school-level support posed significant obstacles to implementing inclusive practices. These issues, in turn, affected both the academic progress and social participation of students with disabilities. In summary, the study confirmed earlier research. It highlighted the need for focused training programs and better provision of assistive tools and materials to

strengthen the delivery of inclusive education in the school.

Table 4

Mean Level of Classroom Management Handling Learners with Disabilities

Indicators	Weighted Mean	Verbal Description
1. My teacher explains the classroom rules clearly.	3.35	Moderate Level
2. My teacher provides additional support when needed.	3.45	High Level
3. My teacher uses rewards and positive reinforcement.	3.35	Moderate Level
4. My classroom is safe and promotes an inclusive environment.	3.27	Moderate Level
5. My teacher provides individualized support plans to meet the diverse needs of the learners.	3.20	Moderate Level
6. My teacher encourages social participation in classroom activities.	3.44	High Level
7. My teacher uses visual aids and other strategies to enhance our comprehension.	3.24	Moderate Level
8. My teacher regularly communicates with parents/guardians about our progress.	3.48	High Level
9. My teacher adapts teaching methods to accommodate our unique needs.	3.37	Moderate Level
10. My teacher promotes a growth mindset, encouraging me to overcome challenges.	3.58	High Level
OVERALL MEAN	3.37	Moderate Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25 – 4.00 = Very High Level

The results in Table 4 show that classroom management for learners with disabilities at San Jose National High School was moderate, with an overall mean score of 3.37. Teachers performed best in maintaining regular communication with parents or guardians (3.48) and promoting social participation in classroom activities (3.44), both of which were rated high. However, other indicators—such as creating an inclusive classroom environment (3.27), providing individualized support (3.20), and using varied teaching strategies (3.24)—were rated moderately, pointing to the needed improvement. These results were supported by Simonsen et al. (2008), as cited by Ahmadi et al. (2023), who stressed the value of positive reinforcement, establishing clear classroom rules, and maintaining strong parent-teacher partnerships to manage student behavior and improve engagement. The high scores related to communication and social participation in this study aligned with those findings. In addition, Tomlinson (2014) noted that inclusive classrooms benefited from differentiated instruction and supportive learning environments, areas where the current study showed only moderate application. This indicated that although some inclusive methods were being practiced, they required further enhancement. Furthermore, the findings reflected those of Mitchell (2019), who stated that well-structured classroom strategies helped ensure academic progress and social development among students with disabilities. The moderate overall mean suggested that such structures existed but were not fully developed. As a result, the study emphasized the need for continuous teacher training and additional support to improve classroom management practices and better serve learners with disabilities.

The data presented in Table 5 indicates that learners with disabilities at San Jose National High School experience a moderate level of learning, with an overall mean of 3.37. High ratings were observed in areas such as collaboration with classmates (3.58), participation in hands-on and interactive activities (3.48), and completion of assignments on time (3.45). These findings suggest that students are actively engaged in collaborative and structured tasks. However, lower mean scores in self-directed learning (3.37) and accessible, tailored learning materials (3.24) indicate that certain areas require further development. These results are supported by the findings of Friend & Bursuck (2019), who emphasized that engagement significantly increases when learners with disabilities are involved in collaborative and interactive classroom activities, which foster academic and social development. The high peer collaboration and hands-on learning scores in this study align well with their conclusions.

Furthermore, the findings are consistent with Coyne et al. (2012), who pointed out that limited access to individualized learning tools and inadequate teacher training can hinder self-directed learning and academic progress for learners with disabilities. The relatively moderate ratings in this study for self-directed learning and tailored resources support this assertion. Lastly, Tomlinson (2014) stressed the importance of differentiated

instruction and providing learning materials aligned with various student needs and styles, which the current study highlights as needing improvement. Thus, while learners show active involvement in collaborative learning, the findings point to the need for enhanced instructional approaches and more inclusive learning tools to support diverse learning needs fully.

Table 5*Mean Level of Learning Experiences Learners with Disabilities*

Indicators	Weighted Mean	Verbal Description
1. I actively participate in class.	3.35	Moderate Level
2. I complete my assignments/tasks on time.	3.45	High Level
3. I engage in meaningful and challenging learning experiences that support academic growth over time.	3.35	Moderate Level
4. I improve my performance through collaborating in different learning activities.	3.27	Moderate Level
5. I engage with the learning experiences designed by my teacher to meet my needs.	3.20	Moderate Level
6. I engage with various instructional methods by my teacher to address my learning styles.	3.44	High Level
7. I utilize learning materials that are accessible and tailored to our learning styles.	3.24	Moderate Level
8. I cooperate in hands-on and interactive activities that develop our skills and abilities.	3.48	High Level
9. I am involved in self-directed learning, enabling us to explore and apply knowledge independently.	3.37	Moderate Level
10. I actively collaborate with my classmates to succeed in the classroom.	3.58	High Level
OVERALL MEAN	3.37	Moderate Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Table 6*Regression Analysis on the Level of Learning Experiences, the Teachers' Training, and Classroom Management*

Dependent Variable	Variable That Entered the Regression Model	Multiple R	Adjusted R ²	t Value	Sig. (p-value)	Interpretation
L1. I actively participate in class.	C4, C9, C2	.652 ^c	.383	9.408	.001	Highly Significant

Legend: p-value < 0.001 Highly Significant; p-value < 0.05 Significant

The results in Table 6 show a strong and highly significant relationship between students' active participation in class and the predictors C4, C9, and C2 related to classroom management and teacher training. The regression analysis produced a Multiple R of .652 and an Adjusted R² of .383, indicating that these variables explained 38.3% of student participation variation. This suggested that when teachers received adequate training and applied effective classroom management practices, learners with disabilities were more likely to participate actively in class activities. These findings were consistent with the study by Simonsen et al. (2008), as cited by Ahmadi et al. (2023), who emphasized that well-structured and supportive classroom environments played a vital role in promoting academic and behavioral success among students with disabilities. The present study's strong impact of classroom management aligned with their conclusion that a solid classroom structure served as a foundation for inclusive education. The results also reflected the findings of Desimone & Garet (2015), who found that professional development improved teachers' capacity to adjust instruction according to students' needs. The significant contribution of teacher training in the regression model supported this point, suggesting that continuous teacher development directly influenced student participation. Furthermore, the outcomes agreed with Florian & Black-Hawkins (2011), who argued that inclusive education worked best when teachers had both instructional skills and management strategies. The present study validated this claim by statistically demonstrating that these teacher qualities were essential in encouraging active involvement among learners with disabilities. In summary, the findings of this study are strongly supported by related literature, affirming that teacher training and effective classroom management significantly enhance the learning experiences of students with disabilities. This emphasizes the need for sustained professional development and supportive learning

4. Conclusions

The results of this study show that learners with disabilities at San Jose National High School are aged 13 to 18 and come from various grade levels, with the majority having visual impairments. Most teachers handling these students are older and experienced, yet their training specific to learners with disabilities remains low. Classroom management is generally moderate, but individualized support and fostering an inclusive environment need improvement. Despite these challenges, students with disabilities demonstrate moderate to high levels of engagement, particularly in collaborative and hands-on activities. The regression analysis confirms a strong relationship between teacher training, classroom management, and students' learning experiences, emphasizing the importance of strengthening these areas to enhance educational outcomes for all learners.

Recommendations - Based on the findings and conclusions, the following recommendations are derived: The school may invest in sustained and targeted professional development programs to enhance teacher training for handling learners with disabilities. The school may conduct qualitative studies to explore the lived experiences of both learners with disabilities and their teachers. Teachers may explore and investigate the long-term outcomes of professional development programs related to inclusive education. The school administration and teachers, in coordination with the Parents-Teachers Association (PTA) and local stakeholders, may examine the role of parental involvement and school-community partnerships in enhancing support for learners with disabilities. Future researchers are encouraged to broaden the scope of this study by involving more schools or comparing rural and urban settings.

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Strategies of lending companies and customer satisfaction in San Jose, Occidental Mindoro

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Abstract

Lending companies, also known as microfinance businesses, are considered one of the primary sources of external financing for small businesses and are key to helping small firms maintain cash flow, hire new employees, purchase new inventory or equipment, and grow their business, thereby contributing to the economic health of a certain nation. Using descriptive correlational design and 100 randomly selected customers, this study aimed to determine the relationship between the strategies of lending companies in terms of prices, services, and promotions and the customers' satisfaction in terms of tangibility, reliability, assurance, responsiveness, and empathy of 30 different lending companies in San Jose, Occidental Mindoro. The findings reveal that the ability of a business to establish trusting connections with its clients, satisfy their needs for high-quality service, and maintain their satisfaction with its goods or services is a significant factor in its success. Companies risk losing out on possible business prospects because unhappy customers will tell others about their bad experiences if they don't have strong customer responsiveness methods. Lastly, the results reveal no significant relationship between the extent of business strategies these lending companies utilize and the level of customer satisfaction they have garnered. This study recommends that lending companies strive to continually improve the physical features of their establishments and advance prompt, reliable, and personalized services for their customers to cater to their customers' satisfaction. Future research may explore other factors influencing customers' satisfaction with lending companies, such as the proximity of lending businesses to their target customers and gender and development concerns.

Keywords: lending companies, strategies, customer satisfaction, responsiveness, empathy, service quality

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1. Introduction

Lending companies, otherwise known as microfinance businesses, are considered one of the primary sources of external financing for small businesses and are key to helping small firms maintain cash flow, hire new employees, purchase new inventory or equipment, and grow their business, thus contributing to the economic health of a particular nation (Mills & McCarthy, 2016). Their support in micro, small, and medium enterprises (MSMEs) underscores the importance of their existence, which must be sustained for a certain economic landscape to thrive. For example, there are more than 4.8 million small and medium-sized businesses in the UK, which account for over 50% of employment and commercial revenue in the country. Small businesses have been characterized as essential and critical to the health of the economy overall due to their inventiveness, adaptability, and flexibility (Nowak et al., 2017). Meanwhile, in a developing nation like the Philippines, small and medium-sized businesses that depend on soft loans from microfinance organizations are the backbone of the economy. MSMEs are funded primarily by lending businesses and microfinance companies, which comprise around 99 percent of the firms in the country; thus, they play a key role in developing the Philippine economy. In addition, according to the Asian Institute of Management, through the assistance of lending businesses, most micro, small, and medium enterprises have the means and drive to promote their products and services to progress and pay their loans (Ronquillo, 2021).

Despite their importance to the Philippine business community, moneylenders are on the frontlines when economic crises arise. They are vulnerable to cash flow disruptions, inflation, and low capital gains. They are assisting people in escaping poverty, as they are now known as a way to outsource the means to start something that can be useful someday. Over the last few decades, microfinance has become increasingly popular worldwide. It is seen as a crucial tool for empowering and advancing the development of the impoverished as well as for reducing poverty. These individuals lack access to traditional financial service providers; thus, lending companies reach out to them while, in turn, making profits out of it. From these points, the performance of any small, medium, and large lending companies that could guarantee sustainability is an imperative task that needs to be given utmost and immediate attention. As previous literature has presented, two important elements that have a significant impact on an organization's performance and growth are its profitability and sustainability, whereas a high level of customer satisfaction promotes both of these factors (Mittal et al., 2023). Moreover, Singh et al. (2023) have outlined the importance of customer service in the modern business world and how it is closely related to customer satisfaction, which is a crucial success component for an enterprise to thrive in a vast market.

As an important success component, keeping satisfied customers availing themselves of one's products and services repeatedly while encouraging new and curious ones to utilize them is not an easy task due to a variety of customers' preferences. A level of customer satisfaction that encourages loyalty spending and the tendency to return and stay due to positive service quality experienced by the customers is the baseline for services to grow and sustain their competitive advantage, particularly in the banking or lending industry (Asnawi et al., 2020). However, lending companies tend to concentrate mainly on acquiring new customers while lacking adequate strategies and research on retaining current customers and enhancing their satisfaction, resulting in lost opportunities for sustained loyalty and growth (Simanjuntak et al., 2020). Thus, the inquiry lies in understanding how personalized services, technology, customer experience, relationship management, loan terms, and external factors impact customer satisfaction and retention. Achieving the optimum service quality value is a tool to survive in a competitive business world. One of the main priorities of any financial institution is to maximize revenue, and to do so, it is important to acquire an adequate number of clients or borrowers who can remain with

them for a long time. In a highly competitive market, a competitive edge through quality services is undoubtedly essential for it to survive. By proactively tracing borrowers' satisfaction and their tendency to uphold retention, local lending businesses in San Jose and even national lending companies in the Philippines can have access to vital information that will provide them a better understanding of their areas of weakness and improve their existing practices to encourage more Filipinos of any class to access their products and services.

Statement of the Problem - The main purpose of the study was to ascertain which among the lending companies' strategies significantly influence the customer satisfaction of selected lending companies in San Jose, Occidental Mindoro. Specifically, this study will answer the following questions: (1) What is the extent of lending companies' strategies implemented in San Jose, Occidental Mindoro, in terms of price, service, and promotion? (2) What is the level of customer satisfaction of selected lending companies in San Jose, Occidental Mindoro, in terms of tangibility, reliability, assurance, responsiveness, and empathy? (3) Is there a significant relationship between the extent of strategies and customer satisfaction of selected lending companies in San Jose, Occidental Mindoro?

Significance of the Study - This study focused on providing various strategies, valuable perceptions, and practical strategies for lending companies regarding customer satisfaction in the selected lending businesses in San Jose, Occidental Mindoro. These identified practices directly impact the provision of quality services, which can be crucial to improving the company's business strategies and customer satisfaction. In the selected local lending companies in San Jose, Occidental Mindoro, the study can improve customer experience, leading to higher satisfaction levels in the competitive lending business industry. To future researchers, the study will be a valuable stepping stone for investigating the clear relationship between lending firms' business strategy and client retention and satisfaction.

Scope and Delimitation of the Study - This study focused on the selected lending company in San Jose, Occidental Mindoro, consisting of 30 lending companies. The scope explored the extent of the lending business's strategies implemented by the selected lending companies in terms of price, service, and promotion. Moreover, it also focuses on lending companies' level of customer satisfaction regarding tangibility, reliability, assurance, responsiveness, and empathy in selected lending companies in San Jose, Occidental Mindoro. The study did not include other San Jose, Occidental Mindoro lending companies.

2. Methodology

Research Design - This study used a descriptive-correlational research design. It is descriptive because it describes the level of lending companies' strategies and customer satisfaction in San Jose, Occidental Mindoro. Moreover, the correlational research design was used to find a significant relationship between the respondents' extent of strategies and customer satisfaction in selected lending companies in the said locale.

Respondents of the Study - The respondents of the study were individuals engaging in lending businesses and patrons availing of their products. The researchers have gathered 100 customers served by these lending businesses in San Jose, Occidental Mindoro, as the respondents of this study. The researchers chose a lending business in San Jose, Occidental Mindoro, because it is a first-class municipality highly favorable to the study. According to the Municipal Treasurer's Office - Business Permits and Licensing Office, 30 lending businesses operate in this municipality. Thus, 3-4 customers of each lending company are randomly selected to take the survey.

Research Instrument - An adapted questionnaire was used as an instrument for data collection. The questionnaire consisted of two (2) parts. The first part contains the three factors of customers' expectations: price, customer service, and promotions based on Vettivel and Selvi (2019). The second part included five factors according to the service quality dimensions of the SERVQUAL system: tangibility, reliability, assurance, responsiveness, and empathy, based on Parasuraman et al. (1988), as it was utilized and mentioned by Nguyen et al. (2024). The researchers explored the customers' extent of strategies and satisfaction levels towards lending businesses in San Jose, Occidental Mindoro. According to SERVQUAL theory, a study on the Gongbei Lingnan

community's tourism service quality evaluation found that the entire scale's reliability coefficient was 0.747, higher than the typical 0.7. This suggests the data had excellent stability, internal consistency, and reliability. The dimensional scales' reliability coefficients further supported the trustworthiness variable, surpassing the accepted standard of 0.7 (Nguyen et al., 2024).

Data Gathering Procedure - After preparing the research questionnaires, the researchers sought permission from the graduate school dean to distribute the instrument to the respondents. Permission was also requested from the lending businesses' managers for their voluntary participation in the study, after orienting them about the nature of their involvement and the possible benefits of the study in their management. Data gathering was done based on the availability of the respondents. Standard administration and ethical procedures are considered. Also, the researchers strictly observed the required health protocols, such as wearing face masks and face shields and physical distancing. The data was gathered throughout five (5) to ten (10) working days. After the questionnaire was distributed personally, results were carefully consolidated and tabulated, and forwarded to the statistician for data treatment and analysis of results.

Statistical Treatment of the Data - After gathering the pertinent data, these were tabulated, analyzed, and interpreted using several statistical tools. Descriptive statistics, such as mean, were used to assess the lending business strategies and their impact on customer satisfaction. Finally, the relationships between and among the variables were analyzed using Pearson's r-moment correlation analysis.

Ethical Considerations - The researchers used quantitative data to determine the extent of lending business strategies and the level of customer satisfaction they have delivered. These were done through survey questionnaires validated by the research panelists. The researchers also indicated their utmost commitment to keeping the confidentiality of the data they gathered, especially the names and data of the local lending businesses in San Jose, according to existing data privacy and protection laws. To observe further ethical conduct, the researchers sent a letter to the lending businesses to ask for their permission to use their data to achieve the objectives of this study. Also, the identity of the customers of these lending businesses was treated with respectful confidentiality and will be solely utilized according to the specific problems set forth.

3. Results and Discussions.

Based on the data presented in Table 1, the overall composite mean is 3.51, indicating a very high extent of strategies being extended to the aspect of the prices of products offered by the lending companies. It supplies the understanding that the customers are satisfied with the interest rates offered, as they perceive them as realistic and practical for their capabilities. The findings support the study of Biger & Sher (2016). Still, certain factors must be considered, and these are the commitments to obligate these lending businesses to lend up to the agreed packages as long as the borrower meets the terms. They are consistent with the payment timeline. Additionally, the highest recorded mean among others is 3.53, which means there is a very high extent of interest in the lending businesses in San Jose, Occidental Mindoro, which gave each customer a decent and appropriate interest rate. This also correlates to the findings of Bhutta & Hizmo (2021) and Bartlett et al. (2021), where business lenders formulate offers and loan packages for borrowers that they may choose to pay "discount points," an up-front lump sum, to a lender to reduce the loan interest rate and be more realistic to the client's background and needs. On the other hand, even though interpreted as high, the lowest recorded mean is 3.20, which means that most lending companies in the town provide flexible interest rates based on the customers' budget. According to Omarini (2018), lending businesses utilize the capabilities of each borrower, thus adapting to their needs. Lenders should have greater incentives to assess the borrower's quality when lending to a poorly performing borrower.

In addition, the composite mean is 3.55, which is a very high extent, suggesting that the services implemented by the lending companies in San Jose, Occidental Mindoro, are substantial and sociable. Such findings further indicate the competency of lending businesses in the town of San Jose to deliver appropriate,

consumer-friendly, and empathetic services for their patrons. As a business strategy, it must be noted that the services of lending companies manifested here describe the extent to which clients are content with the services that a company offers, as reliable service is thought to be one of the most important aspects of lending business strategies, for it enhances operational accuracy and shows a dedication to providing the services that have been promised (Zhang et al., 2019). The findings are by Prihantoro et al. (2018), which state that the campaign's main objective is to modify consumer behavior by informing, influencing, persuading, and reminding consumers about the lending businesses' goals and the products or services they sell. Moreover, the highest recorded mean is 3.61, demonstrating that the lending companies provide informative structures with an approachable attitude. The findings relate to the claims of Pack et al. (2024) that when it comes to psychological safety, approachability becomes very important. People may find it challenging to share their thoughts, worries, queries, or errors with these lending companies without being approachable and well-informed. In contrast, despite being a very high extent, the lowest mean is 3.55, which means that the lending companies are considerate based on the clients' capacity. The findings were also evident in the study of Girma (2020), which found that other issues in the services in lending businesses signify that borrowers state that loan disbursement is late, loan maturity is short, installments are too frequent, and unfair rescheduling options for borrowers with difficulties. Loans with a long-term maturity, a grace period, and an increasing loan amount for each loan cycle can leverage the satisfaction of the lending businesses' borrowers.

Table 1

Extent of lending companies' strategies implemented in San Jose, Occidental Mindoro in terms of Price, Service and Promotion

Indicators (Price)	Weighted Mean	Verbal Description
The lending company provides adjustable interest rates according to the client's affordability.	3.20	High
The lending company's various types of interest rates are practical.	3.35	Very High
The lending business offers low-interest promotions.	3.41	Very High
The lending company's interests are reasonable.	3.53	Very High
The lending company's rate of interest for different loans is reasonable.	3.44	Very High
Composite Mean	3.51	Very High
Indicators (Service)		
The borrower's capacity is considered by the lending company in credit policies.	3.55	Very High
The repayment period of the lending company is just and fair.	3.54	Very High
The credit facilities and schemes are well known to the beneficiaries.	3.61	Very High
The staff of the lending companies are approachable.	3.61	Very High
The staff's treatment shows no bias.	3.59	Very High
Composite Mean	3.55	Very High
Indicators (Promotion)		
The lending company features discounted loans for emergency purposes.	3.46	Very High
The lending company provides promotional materials that are easy to notice.	3.68	Very High
The lending company posts advertisements on social media.	3.48	Very High
The lending company's promotional information helps to make informed decisions.	3.60	Very High
The lending company features different kinds of packages.	3.61	Very High
Composite Mean	3.46	Very High

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Lastly, the highest recorded mean that manifests a very high extent of behavior is 3.68; this suggests that the promotional materials of the lending companies are clear and enlightening. This correlates to De Franco et al. (2017), who found that effective management has ways of persuading their customers to borrow from their lending businesses, and one of those is having the potential to convey information more effectively, reducing information asymmetry and making technical explanations simpler between firms and lenders. On the other hand, the lowest mean is 3.46 and is interpreted very highly, indicating that emergency loan programs are the top priority of the lending companies. Based on the study of Goldrick-Rab et al. (2021), it is important that a modest sum of money is made available right away and paid back in a short amount of time. These "emergency" loans have many traits in common with consumer loans and can be utilized for several reasons. In other words, loans

not meant for emergencies could be used to pay for them. To summarize it all, the composite mean is 3.46, which demonstrates a very high extent of exercise, thus advocating that different promotional materials, loan interest rates, and profile raisers in selected lending companies in San Jose, Occidental Mindoro, are at the topmost level for their company and clients in particular. This reaffirms the importance of promoting products, especially in lending companies, for it amplifies the possibility of potential customers coming in, reinforces their branding, and attracts more investors and borrowers through effective persuasion and realistic endorsement of their products and services. This relates to a strategy in which business lenders formulate offers and loan packages for borrowers that they may choose to pay “discount points,” an up-front lump sum, to a lender to reduce the loan interest rate (Bhutta and Hizmo, 2021).

Table 2

Mean Level of customer satisfaction of selected lending companies in terms of Tangibility, Reliability, Assurance, Responsiveness; and Empathy

Indicators (Tangibility)	Weighted Mean	Verbal Description
The lending company staff are well-groomed.	4.69	Very High
The lending company's physical features are visually appealing and enough to meet the client's needs.	4.52	Very High
The lending company uses up-to-date equipment (e.g., cleaning equipment) and instrument facilities.	4.55	Very High
The lending company has enough facilities for the customers' needs (Lounge area, Wifi area, pantry, bathroom, clinic, etc.)	4.48	High
The lending company has enough telephones in each room to communicate with the front desk and radios for their staff.	4.50	High
Composite Mean	4.55	Very High
Indicators (Reliability)		
The lending company provides me the services as promised.	4.45	High
The front desk and staff provide me accurate information, e.g., lending company facilities	4.54	Very High
The lending company performs the service right at the first time (for example, the staff has my correct record of my booking details and requests).	4.53	Very High
The lending company is sympathetic and reassuring whenever the customers have problems.	4.45	High
The lending company catered extra services in times that I needed the most.	4.49	Very High
Composite Mean	4.45	High
Indicators (Responsiveness)		
The lending company tells me exactly what services will be provided.	4.45	High
The lending company staff gives me prompt service.	4.47	High
The lending company staff are willing to help me.	4.48	High
The lending company responds to my complaints or raised issues in time.	4.44	High
The lending company is never too busy to respond to my requests.	4.44	High
Composite Mean	4.45	High
Indicators (Assurance)		
The lending company has product knowledge and signage to remind the client of safety measures that should be observed.	4.45	High
The lending company provides security protocols that can ensure the safety of incoming and staying guests.	4.46	High
The lending company staff are trustworthy.	4.47	High
The lending company has adequate equipment for emergencies to ensure the safety of their guests (fire extinguishers, sprinklers, first aid kits, etc.)	4.32	High
The lending company's remedying your complaints transparently and effectively	4.47	High
Composite Mean	4.45	High
Indicators (Empathy)		
The lending company staff shows personal attention to me.	4.46	High
The lending company staff knows my specific needs.	4.47	High
The lending company gives individual attention to the customers.	4.50	High
The lending company communicates effectively with me.	4.50	High
The lending company staff greets and addresses me properly.	4.48	High
Composite Mean	4.46	High

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Table 2 shows the mean level of customer satisfaction of selected lending companies in terms of tangibility, reliability, assurance, responsiveness, and empathy. Tangibility has gathered a very high level of composite mean

posited at 4.55, which implies that the lending companies provide necessary instruments, appealing facilities, and perceptible needs. It only implies the level of satisfaction when it comes to the physical aspects of lending businesses in the locality. With these establishments offering safe and convenient facilities that customers are comfortable visiting, the tangibles of lending companies will contribute a lot to positive feedback, thus increasing the satisfaction that customers will experience. This is associated with the study of Selvakumar (2015), as an aspect of achieving customer satisfaction is defined by the appearance of physical facilities, equipment, personnel, and communication materials. It is also defined as the clear visibility of resources necessary for customer service, the appearance of the management team and professional employees, brochures, and booklets.

In addition, the composite mean is 4.45, indicating a high level of satisfaction regarding reliability, which recommends that the lending companies provide dependable and credible services to meet the clients' needs. As long as customers perceive a lending company's service to be reliable and consistent, they tend to provide their confidence and trust, which empowers the credibility of a lending company. As lending companies rely on mutual trust and rapport with their customers, they must maintain reliability and show that they are trustworthy in handling their customers and resources. It supports the findings of Hassan et al. (2013) that it is one of the most significant components of operation for customers. Reliability of past studies concurred that reliability is the ability to deliver the promised service reliably and accurately. Past studies have shown that customers want consistent and dependable results.

Moreover, a high level of responsiveness was demonstrated, as it has the overall composite mean of 4.45, indicating that lending companies, as perceived by their patrons, are generally responsive to their needs. This is an essential indicator of high self-efficacy and, therefore, a hallmark of a progressive direction in championing a quality service from lending companies. This indication follows the diversified needs of various customers to cater to their needs promptly and immediately. Many customers have different needs and issues that need to be addressed, so they find assurance and convenience if these are resolved and answered quickly. This positive outlook aligns with the findings of Korach (2024) that businesses need to continue to provide excellent customer service to thrive in today's cutthroat market. The ability of a business to establish trusting connections with its clients, satisfy their needs for high-quality service, and maintain their satisfaction with its goods or services is a significant factor in its success. Companies run the risk of losing out on possible business prospects because unhappy customers will tell others about their bad experiences if they do not have strong customer responsiveness methods in place. There is also a high level of customer satisfaction assurance, as signaled by its overall composite mean of 4.45. This implies that the ability of employees, with the help of the knowledge they possess, to inspire the trust and confidence that they can solicit from their customers is adequate and established.

A sense of security and accountability must consistently be demonstrated to the customers of these lending companies, as they must be assured that their personal information and business with these companies remain confidential and safe with the ones they transact with. Kant et al. (2017) further elaborate that courtesy involves politeness, respect, consideration, and friendliness of lending companies' staff. Credibility involves trust, worthiness, believability, and honesty; it involves having the customer's best interest at heart. Contributing to credibility is the company's reputation, which is rooted in the personal characteristics of the contact staff. It was further reinforced by the findings of Rahman et al. (2021) in the Malaysian banking industry, which engages as well in lending businesses, in which they found out that assurance and empathy highly influence their customers' satisfaction (Vu, 2021). Regarding empathy, findings also show high levels of likelihood among customers, with an overall composite mean of 4.46. This resembles the level of empathy extended by the lending companies to their customers. As indicated in the findings, emphatic approaches toward customers yield positive impressions from the customers, as their customers feel that the lending companies they transact with are approachable, welcoming, and friendly. Such customer-staff relationships provide a personalized type of service for these lending companies' patrons, enabling them to nourish their business relationships with their customers for longevity and more business opportunities. Empathy in delivering services, according to Zeithaml (2019), is the ability of staff members to inspire confidence and trust. It includes friendliness, civility, client comfort, and convenient access to information about goods and services. This study further expounds that when customers

interact with courteous employees who inspire confidence in them, their actions give customers a sense of satisfaction when transacting. They also expect to interact with courteous employees and receive adequate information on service provision.

Table 3

Regression Analysis on the Level of Learning Experiences, the Teachers' Training, and Classroom Management

Variables	Correlation Coefficient	Effect Size (r^2)	Critical Value	t-value	p-value	Interpretation
Extent of Strategies → Customer Satisfaction	0.670	0.449	1.987	0.672	0.503	Not Significant

Legend: p-value < 0.05 Significant

As can be gleaned in Table 3, it shows the correlation analysis of the relationship between business strategies employed by the lending businesses and their customers' satisfaction in San Jose, Occidental Mindoro. The p-value of 0.503 implies that it is significantly above the typical significance level of 0.05, and the t-value of 0.672 did not reach the required value of at least 1.680, suggesting that the correlation is insignificant. This implies that the business strategies employed by the lending companies do not affect or influence the service quality. Furthermore, it can be inferred that, aside from these service dimensions that determine the level of satisfaction of the customers, factors other than their strategies can be explored to know if other variables significantly affect the level of satisfaction that themers have. Such findings align with research conducted by Shikumo & Mirie's (2020), in which the researchers examined the variables affecting Kenyan commercial banks' lending to SMEs. Some aspects of service quality did not significantly affect lending decisions, according to the study, but bank size and liquidity did. This may point to a complicated relationship between lending strategies of lending companies and service quality, as it implies that variables other than conventional lending strategies—like bank size and liquidity—have a greater influence on loan decisions.

Furthermore, studies done by Famiyeh et al. (2018) examined the relationship between the strategies at par with customer satisfaction and service quality in the banking industry in Vietnam. According to the study, assurance and responsiveness did not significantly improve consumer satisfaction, but only social ambiance and reliability did. This shows a complicated link between service quality and customer satisfaction, suggesting that some aspects of service quality may not significantly affect customer satisfaction.

4. Conclusions

The following conclusions were drawn as a result of the study's findings: There is a very high extent of lending companies' strategies implemented in San Jose, Occidental Mindoro, in terms of price, service, and promotion. There is a very high level of customer satisfaction with selected lending companies in San Jose, Occidental Mindoro, in terms of tangibility, while reliability, responsiveness, assurance, and empathy exemplify a high level of customer satisfaction. There is no significant relationship between the strategies employed by the lending companies and the level of customer satisfaction that they have delivered.

Recommendations - In light of the aforementioned findings and conclusions, the following recommendations are hereby presented: interest rates may be modified by lenders per their clients' financial capabilities, and their payback schedule ought to be reasonable and equitable. Lending businesses should also maximize the use of social media to promote their products. Prioritizing the facilities for the demands of its clients should also be taken into consideration. Lending companies may also strive to continually improve not only the physical features of their establishments but also advance prompt, reliable, and personalized services for their customers to further cater to their customers' satisfaction. Future research may explore other factors that may influence customers' satisfaction with lending companies, such as the proximity of lending businesses to their target customers and gender and development concerns.

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The effectiveness of Facebook features to the sole entrepreneurs' marketing strategies in San Jose, Occidental Mindoro

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Abstract

With its large user base and various helpful functions, Facebook has become a powerful tool and platform for marketing. This study investigates the effectiveness of Facebook features on the marketing strategies of sole entrepreneurs in San Jose, Occidental Mindoro. The research aims to determine which Facebook features are most utilized and their perceived effectiveness in reaching target audiences, increasing sales, and building brand awareness. The study used a descriptive-correlational research design, utilizing a survey questionnaire distributed to 359 sole entrepreneurs in San Jose. Descriptive and inferential statistics describe the variables and determine their relationships. Results reveal that the marketplace feature allows entrepreneurs to showcase their products, expanding their target customer base and increasing profits. They can post, share, and engage with specific audiences through the marketplace and content sharing. Facebook is a valuable digital marketing tool, enabling businesses to communicate with customers, enhance brand recognition, and reach a broad audience. To make their products or services more appealing and easily recognizable, sellers must track and improve customer engagement to foster loyalty. Marketing strategies are crucial for every sole entrepreneur, as brand awareness helps them stand out among competitors and engage with customers through messages, loyalty rewards, and prompt responses to inquiries. Therefore, this study recommends that sole entrepreneurs join local buying and selling groups to enhance customer loyalty and brand awareness. Sellers may strive to create interesting and eye-catching content to achieve higher sales targets and be easily recognized by the Facebook audience.

Keywords: brand awareness, customer engagement, marketplace, content sharing, sole entrepreneur

The effectiveness of Facebook features to the sole entrepreneurs' marketing strategies in San Jose, Occidental Mindoro

1. Introduction

In today's digitalized age, many essential tools and platforms help the world of entrepreneurship become more visible to consumers and target customers. Notably, social media transformed businesses in its supremacy through many innovations (Xie et al., 2023). Specifically, Facebook, with its large user base and its different helpful functions, has become a powerful tool and platform in marketing. It is clear from existing research that social media platforms like Facebook are widely used environments where users can interact with one another, share information, and engage directly with businesses (Tazeen & Mullick, 2023). For companies, Facebook pages can function as effective mechanisms to create brand visibility, reduce advertising expenses, foster strong customer relationships, and gain valuable feedback on new products while keeping costs low (Khan & Boehmer, 2013). This research investigates the effectiveness of Facebook features in the marketing strategies in San Jose, Occidental Mindoro. Sole entrepreneurs manage and lead all matters and aspects of their business. They make creative, effective, and efficient marketing strategies that are beneficial for their business to grow and survive. The researchers aim to investigate how these sole entrepreneurs utilize the different features and functions of Facebook, such as the business page, groups, advertising options, live streams, reels, and posting of content, and how these features help and contribute to their marketing outcomes. Serious problems include Facebook regularly modifying its algorithms and changing and switching content patterns, which affect organic reach. This implies that without sponsored and paid marketing, a solo proprietor's Facebook content might not reach a sizable fraction of their virtual audience, even if they have a devoted follower. There is also fierce competition for attention due to the significant number of businesses using Facebook (Stelzner, 2025). Sole proprietors, who sometimes have few resources, may struggle to stand out. Facebook provides customized advertising, but the prices may be too high for small business owners with limited funds. These advertisements may also vary. Consistent, excellent material is necessary to maintain an audience's interest. This might be difficult for sole proprietors, who frequently balance several obligations. It can be dangerous to rely only on Facebook for marketing. Unexpected platform problems or modifications to Facebook's regulations might significantly affect a company (Wilding et al., 2018).

Internet connectivity can be accessed in various places in the Philippines, especially Occidental Mindoro. This may make Internet marketing initiatives less successful. Facebook marketing effectiveness may be impacted by customers' and entrepreneurs' differing levels of digital literacy. Some people might not know about recommended practices or advanced features. It is essential to comprehend the unique inclinations and customs of the local market. In a regional context, a general Facebook marketing approach might not work. In tiny communities, sole proprietors may have extremely tight budgets and little time. This makes it extremely challenging to put complicated Facebook marketing ideas into practice. Facebook's Ads Manager might be intimidating and complex for people unfamiliar with marketing. As previously stated, companies are forced to rely significantly on paid advertising due to the ongoing loss of organic reach. Social media user tastes are constantly changing. Effective marketing requires keeping up with these developments (Imtiaz et al., 2021; Dwivedi et al., 2021).

Facebook is a social platform designed to facilitate communication and information exchange among individuals. Today, online entrepreneurs promote their businesses by using this social network. Facebook Business guides online entrepreneurs on how to post effectively on their pages and how digital companies can reach their objectives (Bahcecik et al., 2019). The mastery of these tools and features can provide the sole entrepreneurs of San Jose, Occidental Mindoro, with valuable understanding and insights that will enable them to develop and optimize their Facebook presence and escalate the effectiveness of their marketing strategies.

This research examined the relationship between using Facebook's marketplace content and sharing features and key marketing metrics, such as brand awareness and customer engagement. In the final analysis, this research study examines and identifies the excellent practices and offers recommendations to sole entrepreneurs of San Jose, Occidental Mindoro, on leveraging business growth through Facebook.

Research Objectives - This study aimed to (1) determine the effectiveness of Facebook features in terms of marketplace and content sharing. (2) Determine the marketing strategies of the sole entrepreneurs in terms of brand awareness and customer engagement. (3) Determine the relationship between the effectiveness of Facebook features and the marketing strategies of sole entrepreneurs.

Significance of the Study - This study focused on providing valuable insights to the sole entrepreneurs regarding the effectiveness of Facebook features, especially in its marketplace and content-sharing options. This will empower independent business owners to improve marketing techniques to reach small to significant business goals. To the local business community of San Jose, Occidental Mindoro, by providing the proper guidance on using social media platforms for marketing that will benefit its growth and development. This study will be a valuable foundation for future researchers' investigation of the relationship between social media marketing and the power of local businesses, particularly in empowering sole proprietorships.

Scope and Delimitation of the Study - This study focused only on the sole entrepreneurs who operate in San Jose, Occidental Mindoro. The scope of this research determines the relationship among the chosen variables—Facebook features, Marketplace Place, and content sharing—and how these sole entrepreneurs improve their marketing strategies regarding brand awareness and customer engagement virtually. The marketing techniques were considered limited to brand awareness and customer engagement. The researchers will employ a quantitative research design and rely on data collected through surveys and interviews. The findings may not be generalizable to other regions or business types.

2. Methodology

Research Design - This research used a quantitative method, particularly the descriptive correlational design, to collect and evaluate numerical data to identify the patterns and correlations within the numbers. Moreover, the descriptive design was used to determine the effectiveness of Facebook features in terms of marketplace and content sharing and the marketing strategies of the sole entrepreneurs in terms of brand awareness and customer engagement, and correlational design was used to determine the relationship between the effectiveness of Facebook features and the marketing strategies of sole entrepreneurs.

Respondents of the Study - The respondents of this study were the sole entrepreneurs in San Jose, Occidental Mindoro. The sample size was computed using Raosoft's formula with a 5% margin of error and a 95% confidence level. Out of a 5,384 total population, the sample size was 359. The total population of the study is 5384 sole entrepreneurs. This study employs snowball sampling to identify and recruit participants who meet specific criteria by asking initial respondents to refer others with similar characteristics. The inclusion criteria of the study are that the respondents reside in the rural area of San Jose, have been operating a business for at least 1 year, have been using Facebook for their business for at least one year, and are willing to provide informed consent to participate in the study. The researcher could get the respondents who use Facebook features such as Marketplace and content sharing for their marketing strategies.

Research Instrument - The researchers utilized a researcher-made instrument. The instrument consists of 2 parts. The part of the questionnaire was to determine how sole entrepreneurs in San Jose, Occidental Mindoro, utilize Facebook features regarding Marketplace and Content Sharing. The second part is to determine the marketing strategies of the sole entrepreneurs in terms of brand awareness and customer engagement. The researchers used the 4-point Likert scale to answer the questionnaire, wherein the respondents were asked to rate whether the statements were agreeable on a scale of 1-4, with four as the highest, which means that they strongly agree, and one as the lowest, which means that the respondents strongly disagree. Experts from the Divine Word

College of San Jose validated the researcher-made instrument. Comments and suggestions from the experts were incorporated into the researcher-made instrument before distributing it to the final set of respondents.

Data Gathering Procedure - The researchers wrote a letter to the Department of Trade and Industry (DTI) in San Jose, Occidental Mindoro, to get the total number of sole entrepreneurs registered in the municipality. The researcher invited sole entrepreneurs to participate in the study by sending them a letter of intent signed by the research advisor. After getting the approval, the researchers conducted a face-to-face interview to determine if they fit the respondents' criteria. The final respondents were given enough time to answer the distributed survey questionnaire. After a week of interval, the survey questionnaires were retrieved personally by the researchers to ensure the confidentiality of the data.

Statistical Treatment of the Data - Weighted mean computation was applied to determine the effectiveness of Facebook features in terms of marketplace and content sharing, and the marketing strategies of the sole entrepreneurs in terms of brand awareness and customer engagement. Moreover, Pearson's correlation was used to determine the relationship between the effectiveness of Facebook features and the marketing strategies of sole entrepreneurs. The results of the computations for the descriptive and inferential problems were computed using MS Excel.

Ethical Considerations - Research ethics regulates the conduct of academic researchers. Ethical guidelines are crucial for safeguarding the dignity and rights of research participants. Authenticity and benevolence represent two elements of truthfulness linked to moral standards. This study was conducted in adherence to ethical principles. All necessary precautions were taken to ensure participant rights, confidentiality, and well-being. Protecting the identities and personal information requires upholding privacy and confidentiality. Transparent data collection and analysis were necessary, as was publicly disclosing the results without exaggeration or manipulation. Maintaining ethical standards in research requires acknowledging biases and conflicts of interest and respecting different viewpoints, cultures, and beliefs. Moreover, to properly cite the authors of the related literature used in this study, APA 7th Edition was used.

3. Results and Discussions.

Table 1 shows the mean level of effectiveness of Facebook features in terms of marketplace and content sharing. The overall mean of 3.01 at a high level implies that Facebook features are practical for promoting the product and reaching marketing efforts. The composite mean of the marketplace was 3.02, interpreted as a high level, suggesting that marketplaces are used to organize the products and can reach the target customers. Moreover, content sharing received a “high level” composite mean of 3.00, meaning that sellers must join different local buying and selling groups, encourage their loyal customers to share their products, and give some rewards and referrals. Some valuable features developed by Facebook Meta are the marketplace, comment section, like button, and sharing button that sole entrepreneurs use to promote their products and services. Marketplace is a feature that allows entrepreneurs to share their products to widen their target customers and give them a higher profit. They can post, share, and even engage with specific audiences using the marketplace and content sharing. Facebook is a valuable digital marketing tool since it allows businesses to communicate with customers, increase brand recognition, and reach a large audience. In addition, these findings align with Dwivedi et al. (2021) and Rosário & Dias (2023). Who found that Facebook may be used to market products, services, concepts, events, and experiences? For marketing and advertising purposes, it can be pretty helpful. Businesses can post advertisements on Facebook, where millions of users can view them (Al-Hadban et al., 2014).

Table 1*Mean Level of effectiveness of Facebook features in terms of Marketplace and Content Sharing*

Indicators (Marketplace)	Weighted Mean	Verbal Description
I use my listing to organize all of my selling activities.	3.10	High Level
I usually join the local buying and selling group.	2.88	High Level
I use the marketplace to promote my products.	3.02	High Level
I easily connect with my customers using chat messages.	3.04	High Level
I always adhere to Facebook commerce policies to maintain a positive selling experience.	3.04	High Level
Composite Mean	3.02	High Level
Indicators (Content Sharing)		
I actively encourage my Facebook followers to share my content (posts, videos, etc.) to their social media platforms.	2.89	High Level
I believe that shared content on Facebook significantly increases the reach of my marketing efforts.	3.07	High Level
I regularly use Facebook features (e.g., share buttons and calls to action) to facilitate my audience's content sharing.	2.96	High Level
I notice that the content my followers share on Facebook effectively attracts new potential customers to my business.	3.07	High Level
I am satisfied with the level of content sharing that occurs on my business's Facebook page.	3.02	High Level
Composite Mean	3.00	High Level
OVERALL MEAN	3.01	High Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Businesses can now create fan pages and personal profiles to communicate with current and potential consumers. This was not possible in the past. Furthermore, among the Facebook features that the respondents were aware of, besides Messenger, group pages, posting, and live, were visual content sharing, marketplace and selling features, and limited to no idea (Ruita et al. 2025).

Table 2*Mean Level of Marketing Strategies of the Sole Entrepreneurs in terms of Brand Awareness and Customer Engagement*

Indicators (Brand Awareness)	Weighted Mean	Verbal Description
1. My Facebook audience easily recognizes my business brand.	2.94	High Level
2. My Facebook marketing efforts help improve brand recall among my target audience.	3.01	High Level
3. I actively monitor how often my brand is mentioned or tagged on Facebook.	3.01	High Level
4. My business's Facebook presence has helped differentiate my brand from competitors.	2.95	High Level
5. My Facebook page effectively communicates my brand's values and identity.	3.02	High Level
COMPOSITE MEAN	2.99	High Level
Indicators (Customer Engagement)		High Level
I actively respond to comments, messages, and interactions on my business's Facebook page.	3.06	High Level
I create content that encourages discussions and interaction from my Facebook followers.	3.01	High Level
I regularly use Facebook analytics to track and improve customer engagement.	2.98	High Level
I believe engaging with customers on Facebook strengthens their loyalty to my brand.	3.11	High Level
I am satisfied with the level of engagement my business receives on Facebook.	3.15	High Level
COMPOSITE MEAN	3.06	High Level
OVERALL MEAN	3.02	High Level

Legend: 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, 3.25–4.00 = Very High Level

Table 2 shows the level of marketing strategies of the sole entrepreneurs regarding brand awareness and customer engagement. An overall mean of 3.02, interpreted as a high extent, implies that these marketing

strategies are effective for the business target and can easily track loyal customers. The composite mean of brand awareness is 2.99. It is interpreted as a high extent, which suggests that a Facebook page can help improve a brand's value and identity more than competitors. Moreover, customer engagement got a composite mean of 3.06, a high level. This suggests making the products or services more eye-catching and easily recognizable, and sellers must track and improve customer engagement to boost customer loyalty. Marketing strategies are crucial for every sole entrepreneur, as brand awareness helps sole entrepreneurs stand out among competitors and engage with customers through messages, loyalty rewards, and active responses to customer questions (Hilong, 2023). These can create positive relationships that lead to loyal customers. In today's ever-changing corporate environment, efficient marketing techniques are essential for the expansion and prosperity of businesses. Social media platforms, which provide digital places for sharing and interaction, have transformed how companies and customers interact (Khanom, 2023). Social media gives customers direct access to brands and opportunities by using comments, evaluating, creating, and sharing content. In addition to enabling more direct communication between owners and customers, accessibility fosters the growth of relationships based on openness and trust (Claesson & Mars, 2024).

Table 3

Regression Analysis on the Level of Learning Experiences, the Teachers' Training, and Classroom Management

Variables	Correlation Coefficient	Effect Size (r ²)	Critical Value	t-value	p-value	Interpretation
Effectiveness of Facebook → Marketing Strategies						
Effectiveness (Marketplace) → Brand Awareness	0.742693	0.551593	1.968	20.98527	0.001	Highly Significant
Effectiveness (Content Sharing) → Brand Awareness	0.84052	0.706473	1.968	29.3539	0.001	Highly Significant
Effectiveness (Marketplace) → Customer Engagement	0.721068	0.519939	1.968	19.69108	0.001	Highly Significant
Effectiveness (Content Sharing) → Customer Engagement	0.786658	0.61883	1.968	24.10839	0.001	Highly Significant

Legend: p-value < 0.001 Highly Significant; p-value < 0.05 Significant

Table 3 shows a highly significant relationship between the effectiveness of Facebook features and the marketing strategies of sole entrepreneurs in San Jose, Occidental, with a p-value of <.001. All the parameters of Facebook features, such as marketplace and content sharing, were found to have a significant relationship with marketing strategies, with a critical value of 1.968. It can be gleaned from the table below that every parameter of the Facebook feature has a highly significant relationship to marketing strategies. The study found very strong proof that for single-person businesses in San Jose, Occidental, how well different parts of Facebook (like its Marketplace or sharing tools) work is closely tied to their overall marketing success. A very low p-value and results exceeding a key statistical benchmark strongly support this connection for all the Facebook aspects they looked at. Using these Facebook features is a crucial component of effective marketing for these entrepreneurs (Al-Hadban et al., 2014). Facebook features such as Marketplace and content sharing can build brand awareness and easily engage with customers, leading to the success of the business goal. Social media platforms offer entrepreneurs many benefits by increasing brand exposure, creating leads, and enabling direct customer connection. These platforms allow connecting with more people, forging closer bonds with existing ones, and learning about consumer preferences and industry trends. This is one of the easiest ways to connect, promote, buy, and sell products and services because online platforms like Facebook offer several features to help establish your brand presence. Social media is a platform that emphasizes user presence and makes it easier for users to communicate and share. Therefore, social media is a social bond and an online tool that improves user relationships. Social media marketing is a type of marketing strategy that uses social networks to either directly or indirectly increase brand or product awareness, memory, recognition, action, and loyalty (Faisal & Ekawanto, 2021). Online buying and selling is common, and social media is essential for connecting buyers and sellers and

ensuring that a product is sold. A strong relationship between producers and consumers will encourage customers to consistently buy and use our products or services (Devi et al. 2022).

4. Conclusions

Based on the study's findings, the effectiveness of Facebook features in the marketing strategies of sole entrepreneurs was interpreted as "high level." This could mean that using Facebook features such as Marketplace and content sharing, they can easily promote their products to their target audience and engage with customers, which leads to brand loyalty and good relationships with the customers. Moreover, sole entrepreneurs' brand awareness and customer engagement strategies can help their brand stand out among competitors and lead to customer loyalty. Lastly, the relationship between Facebook features and the marketing strategies of the sole entrepreneurs was interpreted as "highly significant." This implies that the Facebook feature can lead to the success of sole entrepreneurs' approaches, such as brand awareness and customer engagement.

Recommendations - In light of the findings and conclusions, many recommendations are offered to increase brand awareness and customer engagement using Facebook features: Sole entrepreneurs may join local buying and selling groups to increase loyal customers and brand awareness. The seller may make their content interesting and eye-catching so the Facebook audience easily recognizes it. Sole entrepreneurs may use different social media platforms to widen customer engagement and achieve higher sales targets. Future researchers may investigate other social media features like Instagram, Twitter, and TikTok.

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