

DETERMINANTS OF STUDENTS' SATISFACTION IN RELATION TO PEDAGOGICAL STRATEGIES AND ACADEMIC RESILIENCE

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ABSTRACT

The research was to establish the high level of relationship between pedagogical strategies and academic resilience to the extent of satisfaction among students coming out of Senior High School TVL learners in selected private secondary schools in Division of Davao del Norte by using descriptive-correlational research design. The respondents of the study were selected through a stratified random sampling technique (300). A modified version of the survey guide questionnaire was applied in the data collection. The results showed a high degree of pedagogical strategies in the regard of student involvement, safe learning climate, classroom management, clear instruction, activating learning, adaptive teaching and teaching learning strategies. The academic resilience was also very high in the aspects of perseverance, reflective and adaptive help-seeking, and negative responses management. It was also discovered that the levels of student satisfaction on academic, student services and physical facilities were high. A large correlation between pedagogical strategies and satisfaction of students existed. In the same way, there was also a significant relationship between academic resilience and satisfaction of students. Moreover, pedagogical strategies and academic resilience have a direct influence on the overall level of students' satisfaction. The results contribute to the study by confirming that pedagogical strategies and academic resilience are significant determinants of students' satisfaction among Senior High School TVL learners.

Keywords: *educational management, pedagogical strategies, academic resilience, students' satisfaction, senior high school students, TVL, Philippines*

1. INTRODUCTION

Student satisfaction can be defined as a measure of the various elements that the learners assess about their learning experience, such as the quality of teaching, access to support facilities to aid learning, and ease of studying at the school. Numerous learning institutions are faced with challenges in maintaining a high degree of student satisfaction because of the constraints on instruction, lack of resources, and the failure of academic support systems. Despite the fact that schools have been improving their facilities and technological resources, they mostly do not meet the emotional needs of their students and their perception of instructional effectiveness. Such aspects have a great impact on the level of satisfaction expressed by students in general and the perception of quality education they obtain.

In research performed in Italy, it was found that the higher the level of student satisfaction, the greater the motivation, stress reduction, and positive learning outcomes (Morelli et al., 2023). A study conducted on undergraduate students of science in the United States revealed that the level of academic performance is highly dependent on how satisfied and belonging students are to the academic environment (Kenney & O'Halloran, 2024). Equally, a study conducted in Australia discovered that emotional support and effective teaching are essential in the development of student satisfaction (Tharapos, 2023).

The use of pedagogical plans is very instrumental in the development of student satisfaction, especially in the hybrid and online classrooms. The approaches with an emphasis on diversity and active learning in students are linked to increased engagement, motivation, and connectedness (Consolacion et al., 2024). Individuals' Personality-Based Instructional Adoptions make teaching more inclusive and can help learners overcome learning gaps (Dogani, 2023). Technology application in instructions enhances engagement and access to educational activities and thus increases student satisfaction (Thanh, 2024). The findings emphasize the need to develop instructional strategies that involve active student engagement and supportive learning environments (Alqurashi, 2020).

Student engagement and classroom participation are other results of academic resilience. Resilient students are more willing to turn to the teacher and actively engage in the classroom activities that enhance their engagement (Romano et al., 2025). A greater resilience is associated with better academic results and motivation that is long-term (Sun & Liu, 2023). Teacher emotional support increases resilience and leads to increased satisfaction (Romano et al., 2021). By perceiving academic difficulties as chances to improve, students will acquire more effective coping strategies and will be more satisfied (Martin & Marsh, 2020).

The engagement between pedagogical techniques and scholastic stamina enhances even more the student achievement. Emotionally responsive and flexible instructional approaches will enhance resilience and positive interaction (Roxas et al., 2023). Academic stress can be addressed in a better way by teaching practices that support self-regulated learning and give meaningful feedback to the students (Zhao & Sun, 2022). Combined with the emotional support and the focus on pedagogical strategies, this factor helps to enhance the motivation and satisfaction levels of learners (Singh & Ahmed, 2021). This shows that instructional quality and emotional support need to work in tandem with each other to achieve the optimum student satisfaction.

Good pedagogical practices are learner-focused, culturally sensitive, and flexible to different learning situations (Darling-Hammond et al., 2020). Such strategies influence the way the content will be presented, the way students will relate to the learning resources, and the inclusiveness in the classroom setup. Creating a stimulating and secure learning environment promotes involvement and interest. The presence of a safe and emotionally supportive classroom setting increases motivational levels, mental health, and learning outcomes, which directly result in student satisfaction (Cumming-Potvin, 2021; Carter, 2023). Such observations support the importance of supporting and inclusive classroom activities.

Controlling in classrooms is still an essential part of proper pedagogy. Anticipatory measures like establishing clear expectations, routine, and structured procedures enhance higher academic achievement and reduce behavioral carnage (Simonsen & Myers, 2021). Understanding and knowledge retention are supported by clarity of instruction, which also consists of modeling, guidance of practice, and frequent feedback (Rosenshine, 2020; Fisher & Frey, 2021). These practices provide an organized learning niche that promotes academic achievement and favorable satisfaction.

The stimulation of learning and application of adaptive teaching interventions further increases the effectiveness of instruction. Students can be involved in collaborative discussions and problem-solving activities, working on the project, and so on. This encourages a higher level of thinking (Hattie, 2021; Zhao, 2022). The instructional approach should be differentiated according to the various learning styles that will guarantee inclusiveness and fairness in participation (Tomlinson, 2021; Graham & Fitzgerald, 2020). The adaptive and engaging methods of empowering students enhance academic performance and long-term learning skills (Weinstein & Acee, 2022; Zepeda, 2023).

Academic resilience is closely linked with the ability of students to deal with academic challenges as they maintain or improve their performance. Higher resilience also predicts increased involvement, hope, and endurance amid failure, which is a protective variable against academic stresses and failures (Martin & Marsh, 2020). Resilience enhancement facilitates psychological well-being and academic perseverance, especially at times of disruption (Hart & Di Blasi, 2021). This underscores the need to have resilience-building programs in schools.

Perseverance is also a dominant aspect of academic resilience, which entails prolonged effort and perseverance to academic objectives despite the challenges. Persistent students have better chances of getting back on their feet and continuing to work towards it. Perseverance relates well to growth mentality and self-discipline that assist students to surmount academic challenges (Cassidy, 2020). Adaptive and reflective help-seeking behavior adds to resilience, whereby students who evaluate their problems and positively look to find support are able to cope better with setbacks (Shin et al., 2022).

Emotional reactions to school misfortune also determine resilience. This resilience has been associated with frustration or disappointment in students who have high resilience, but manage these feelings in positive ways. Conversely, low resilience can lead to increased stress, anxiety, or withdrawal that will have a detrimental impact on learning. Emotion regulation is essential in the process of determining the impacts of academic challenges as either motivational or withdrawal (Munoz & Reyes, 2023). How these emotional processes work allows the teacher to consider students and improve their overall performance.

Student satisfaction is a complex concept that is determined by the effectiveness of the institutions in fulfilling the expectations and needs of the learners. Properly organized school programs and high-quality educators can positively impact the academic experiences of students (Alzahrani, 2020). Interactive instruction and feedback enhance the perception of the students regarding the quality of instruction (Ali & Ahmad, 2021). The level of satisfaction improves when the curricula help to develop skills and correlate with future career aspirations (Binsaeed, 2022). These aspects show that academic programs should be oriented to the expectations of a student and their professional ambitions.

Other than the quality of instruction, services to students, and the physical facilities, they play a significant role in total satisfaction. Counseling, academic advising, and career development services help to create a sense of belongingness and lead to the well-being of students (Wang & Yang, 2023). The clean facilities, access, and technological amenities increase engagement and develop positive attitudes towards the learning setting (Ahmed et al., 2024). The motivation and persistence in academics are promoted by access to high-quality infrastructure and full support services (Tan & Lim, 2021). These factors support the importance of an institutional holistic strategy to enhance student satisfaction.

The literature that has been reviewed has proven the close relationship between pedagogical strategies, academic resilience, and student satisfaction. Learner-centered, supportive, and effective instructional practices lead to resilience because they assist students in managing difficulties, continuing with their learning, and being motivated. The academic resilience, in its turn, increases the overall satisfaction of students, boosting their stress coping and adaptation in the learning environment. Therefore, the satisfaction of students is determined by not just the quality of instruction but also by resilience and emotional control in students. Combined, pedagogical strategies and academic resilience help to increase the rates of student satisfaction, and they are used to develop the basis of their relationships in the present research.

The anchor theory that will be used in this study is the Self-Determination Theory (SDT) by Deci and Ryan (2000), which explains the effect of pedagogical strategies on academic resiliency and student satisfaction. SDT focuses on the fact that students become more motivated and satisfied when their autonomy, competence, and relatedness needs are fulfilled. Effective teaching practices can be used in education to meet these needs, such as instructional clarity and adaptive strategies, which can help students build academic resilience. The more learners feel confident and enabled, the better they can overcome the difficulties in their academic experiences and be more satisfied with tertiary education.

Bando (1986) supports SDT by his Social Cognitive Theory, which explains the position of self-efficacy in building academic resilience. Students who believe that they can become successful, particularly in the classroom setting characterized by efficient pedagogical methods such as scaffolding and feedback, will persist in their hardships (Bandura, 1997). These are not only a method of gaining confidence but also a modeling way of adaptive behavior where the students are led to control their emotions and learning process. This feeling of agency in oneself is an added value to student satisfaction because learners become more involved and own their academic achievements.

Darling-Hammond and Youngs (2002) explain how the relationship between pedagogy strategies and academic resiliency and student satisfaction is crucial in contemporary education. They underscore the fact that good pedagogy combines good pedagogical knowledge, good pedagogical skill, and the ability to establish a positive learning environment. These attributes can assist in establishing the

confidence and resilience of students to academic challenges. The quality of classroom climate is also supportive and makes students more engaged and motivated. This leads to a more contented learning process by learners.

According to the Student Involvement Theory of Astin (1984), the level of physical and psychological energy a student puts on his/her learning experience has a significant effect on learning. Pedagogical practices that foster active participation, like interesting lessons, responsive teaching, and interactive activities, increase the participation of students in the learning process. This higher engagement helps in building up academic resilience as students get to have a stronger relationship with their learning and are better placed to face academic challenges. As a result, students who are actively involved and helped by efficient teaching techniques are more likely to report an increased degree of satisfaction with their schooling experience.

According to the research work of Olaguer and Pelayo (2023), less literature is available that examines the intersection of student satisfaction and pedagogical interventions and academic resilience among Senior High School (SHS) TVL students. According to Allan et al. (2020), most empirical studies on student satisfaction are cross-sectional and fail to examine its development over time or its impact on learning outcomes. Martin and Marsh (2021) highlight that the impact of student satisfaction on teaching strategies and resilience is still underexplored, especially in addressing the challenges and resource limitations faced by TVL students.

Presented in figure 1, it can be observed that the independent variables of this study are pedagogical strategies and academic resilience. Specifically, pedagogical strategies have the following indicators: student involvement, active, safe, and stimulating learning climate, classroom management, clear instruction, activating learning, adaptive teaching, and teaching-learning strategies. Meanwhile, academic resilience has the following indicators: perseverance, reflective and adaptive self-seeking, and negative effects and emotional responses. On the other hand, the dependent variable is student satisfaction with its indicators, namely: academic performance, student services, and physical facilities. Moreover, the arrows show the direct influence of pedagogical strategies and academic resilience on the student satisfaction of the learners.

The Division of Davao Del Norte, particularly in the private secondary schools offering SHS programs in TVL Track, found that there were several SHS graduated students who were not satisfied in their academic experiences. The NEDA Region XI (2022) conducted a study, in partnership with DACS, found that while 38% of SHS graduates in the Davao Region completed the TVL track, only 9.2% sought employment afterward. This emphasis on the potential mismatch between the TVL curriculum and job preparation, which implies dissatisfaction among the graduates. The implications of the findings are that the research should be conducted on how pedagogical strategies can enhance academic resilience and satisfaction of TVL students, particularly in Division of Davao Del Norte.

However, limited studies have examined the combined influence of pedagogical strategies, academic resilience, and student satisfaction among TVL students, particularly in private secondary schools in the Division of Davao del Norte. Most existing research focuses mainly on curriculum implementation and employability outcomes rather than the role of teaching approaches in enhancing students' resilience and satisfaction (UNESCO, 2021). This research gap emphasizes the urgent need for localized studies that can guide educators in improving instructional practices and strengthening the learning experiences of TVL students. Thus, this study aims to determine the influence of pedagogical strategies and academic resilience on the satisfaction of Senior High School TVL students in selected private secondary schools in the Division of Davao del Norte to enhance their learning experiences and career readiness.

Thus, the purpose of this study was to determine the influence of pedagogical strategies and academic resilience as determinants of students' satisfaction. Specifically, the study conducted to seek answers to the following objectives: assess the level of pedagogical strategies in terms of student involvement, safe learning climate, classroom management, clear instruction, activating learning, adaptive teaching, teaching learning strategies; ascertain the level of academic resilience in terms of perseverance, reflective and adaptive self-seeking, negative effect and emotional response; determine the level of student' satisfaction in terms of academics, student services, physical facilities; determine the significant relationship between the level of pedagogical strategies and academic resilience as determinants of students' satisfaction; and determine which of the domains of technological pedagogical knowledge and academic resilience significantly influence the students' satisfaction. The hypothesis of the study will be tested at 0.05 level of significance stating that there is no significance relationship between the level of pedagogical strategies and academic resilience as determinants in students' satisfaction, and there is no domain of technological pedagogical knowledge and academic resilience that significantly influence student satisfaction.

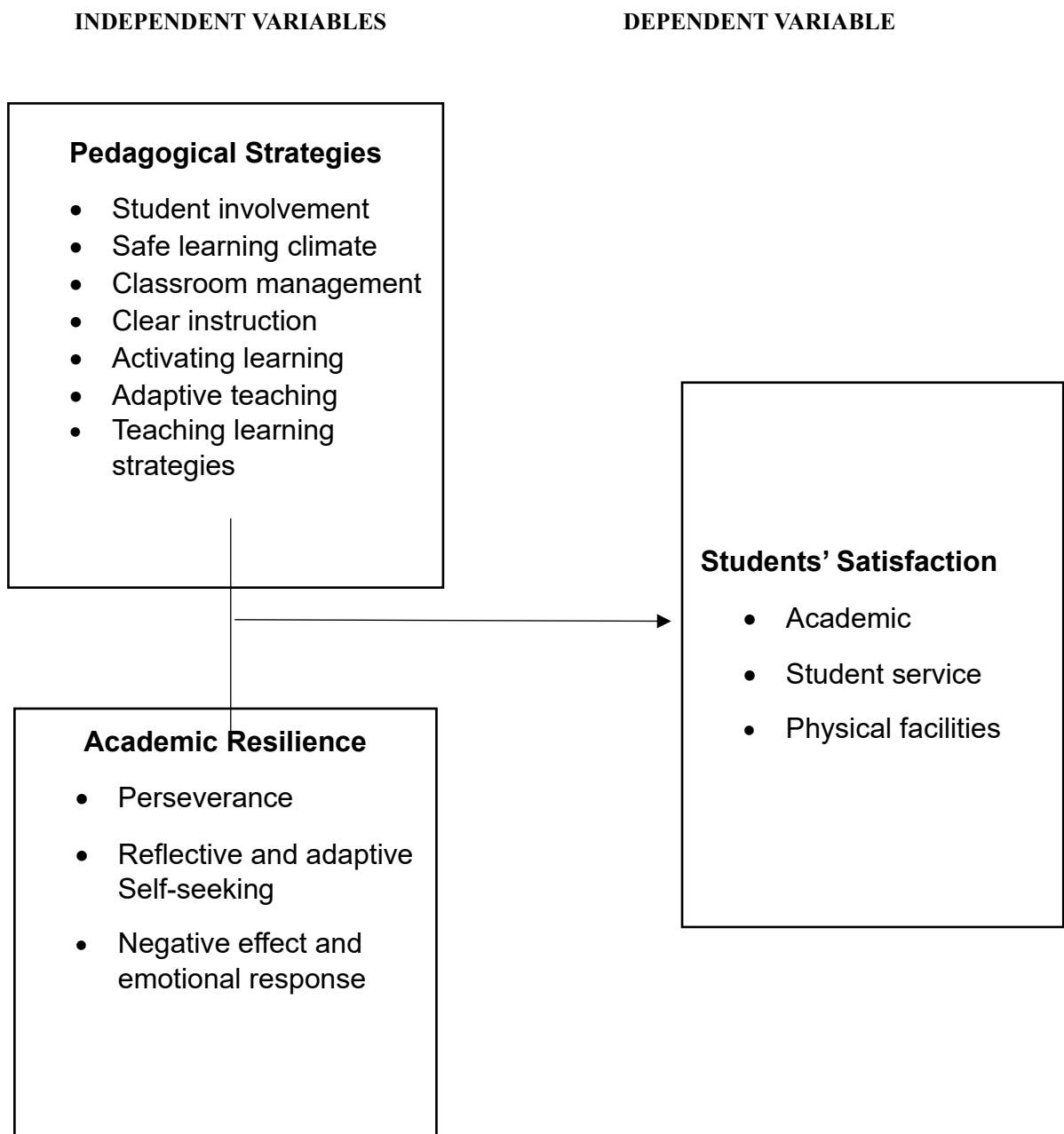


Figure 1. The Conceptual Framework Presenting the Research Variable

This research is very valuable because it will help develop educational knowledge and improve policies in line with the global education objectives, especially Sustainable Development Goal (SDG) 4, which aims for inclusive and equitable quality education. Using the interconnection between pedagogical strategies, academic resilience, and student satisfaction as a focal point of the study, the researchers highlight the relevance of responsive, learner-focused instructional techniques in enhancing learning performance. The results support the importance of educational systems focusing on teaching methods that foster student engagement, resilience, and general development and contribute to the creation of sustainable, high-quality learning processes.

This study will benefit teachers, school administrators, policymakers, stakeholders, and future researchers. The findings could be utilized by teachers, especially those working at SHS and TVL to assess and improve their teaching methods, create interventions that can make students more motivated and engaged, and help them become more academically resilient. The results can be used by school administrators and the Department of Education to design professional development programs and come up with policies that can enhance the abilities of teachers to provide responsive and effective teaching. The stakeholders (parents and community members) could also be better informed about their role in ensuring that school programs that encourage student satisfaction and performance are supported. Moreover, future scholars could use this research to fill in the gaps that exist, verify the results, and enlarge the research on the topic of pedagogy, academic resilience, and student satisfaction.

2. METHOD

The section provides the study information on the respondents, materials and instruments, research design and procedure.

2.1 Respondents

This research was done in the Division of Davao Del Norte, which is a secondary school of selected privates. The study involved 300 respondents out of the 1,024 enrollees to the school year 2025-2026 who participated in the study. Stratified random sampling was used to choose the respondents of this study, in which the units of study were divided into strata according to every school, random selection of the respondent was done in each stratum, so that the representatives would be proportional in terms of population. This approach decreases sampling bias and increases representativeness, particularly in a heterogeneous population of several schools (Repedro & Diego, 2021).

Stratified random sampling, whereby the study population is subdivided into various groups, or strata, based on some common characteristics, was used to sample a particular number of participants per school (Parsons, 2017). Random sampling of the respondents of this research was done using the stratified random sampling method. The respondents were selected based on the school he is enrolled in, and the sample size depended on the Raosoft sample size calculator. These respondents served as the primary source of data for the study and completed the survey questionnaire.

The researcher had inclusion and exclusion criteria with regards to the respondents that were selected. To meet inclusion criteria, the respondents should be senior high school students attending the participating school during the school year 2025-2026 in terms of the gender and age, as well as be eager to take part in the study. In the case of the exclusion criteria, non-senior high school students or those who did not want to participate were excluded. In addition, the respondents were entitled to withdraw at any time especially when they felt at risk, uncomfortable or emotionally unsettled in the course of the study.

2.2 Materials and Instrument

The instrument used in the study was adapted, developed by Van de Grift et al. (2011) for the independent variable for pedagogical strategies with the indicators namely: student involvement, safe learning climate, classroom management, clear instruction, activating learning, adaptive teaching, teaching learning strategies. Cassidy (2016) for academic resilience with indicators namely: perseverance, reflective and adaptive self-seeking, negative effect and emotional response. For the dependent variable the instrument used was adopted from Camila E. Benosa et al. (2024) with indicators namely: academic, student services, and physical facilities. Furthermore, the survey questionnaire consists of three parts. Part I. Level of student's satisfaction with indicators namely: academics (5 items) student services (5 items), and physical facilities (6 items). Part II; level of pedagogical strategies with indicators namely: student involvement (3 items), safe learning climate (4 items), classroom management (4 items), clear instruction (7 items), activating learning (6 items), adaptive teaching (4 items), and teaching learning strategies (6 items). Part III; level of academic resilience with indicators namely: perseverance (14 items), reflective and adaptive self-seeking (9 items), and negative effect and emotional response (7 items).

In evaluating the level of students' satisfaction, pedagogical strategies, and academic resilience the five orderable gradations with their respective range of means and their corresponding descriptive

equivalents and interpretations are as follows: 4.20–5.00: strongly agree- which means that the level of students' satisfaction, pedagogical strategies, and academic resilience is observed all the time, 3.40–4.19: agree – which means that the level of students' satisfaction, pedagogical strategies, and academic resilience is observed most of the time, 2.60–3.39: moderately agree – which means that the level of students' satisfaction, pedagogical strategies, and academic resilience is observed occasionally, 1.80–2.59: disagree– which means that the level of students' satisfaction, pedagogical strategies, and academic resilience is observed in rare occasion, 1.00–1.79: strongly disagree– which means that the level of students' satisfaction, pedagogical strategies, and academic resilience is not observed.

Prior to the conduct of the study, the research instrument underwent a validation process and obtained a mean score of 4.56, interpreted as excellent. This was followed by the pilot study in which 30 respondents not involved in the actual research were subject to the questionnaire in order to identify its clarity and effectiveness. In the analysis of reliability, it was found that Academic Resilience had good internal consistency (0.806), and the subscales had the following Cronbachs Alpha coefficients: Perseverance (0.835), Reflecting and Adaptive Help-Seeking (0.602), Negative Affects and Emotional Response (0.392).

For Pedagogical Strategies, the overall reliability was excellent ($\alpha = 0.868$), with subscales yielding the following coefficients: Students' Involvement ($\alpha = 0.182$), Safe Learning Climate ($\alpha = 0.592$), Classroom Management ($\alpha = 0.585$), Clear Instruction ($\alpha = 0.685$), Activating Learning ($\alpha = 0.705$), Adaptive Teaching ($\alpha = 0.602$), and Teaching Learning Strategies ($\alpha = 0.772$). Students' Satisfaction demonstrated acceptable reliability overall ($\alpha = 0.780$), with Academic ($\alpha = 0.678$), Student Service ($\alpha = 0.653$), and Physical Facilities ($\alpha = 0.701$). The entire reliability of the 96-item measure provided a Cronbachs Alpha of 0.953 which states that it has a good internal consistency.

2.3 Research Design Procedure

The research design used in this study was non-experimental quantitative research which aimed at measuring and statistically analyzing the variables without manipulating them. It applied descriptive-correlational research to establish the strong relationships that existed between pedagogical strategies, academic resilience and student satisfaction. According to the recent researchers, descriptive-correlation designs are useful to investigate variables that occur in nature and determine their relationship without controlling the variables (Taherdoost, 2022). Similarly, Alharbi (2023) highlighted that descriptive research gives a realistic picture of the current situation and it is therefore appropriate in research that focuses on the experience of students in education. Moreover, correlational research is also popular to identify the relationship between two or more variables using statistical values (Lochmiller and Lester, 2021).

The correlational aspect enabled the researcher to study the extent to which students can be satisfied based on the level of their pedagogical strategies and academic resilience. Creswell and Creswell (2021) argue that correlation analysis is suitable when examining relationships between variables, which are measured on the respondents. The null hypotheses were tested at the level of 0.05 of significance, and it was recommended by the current standards based on quantitative research (Privitera, 2022).

To obtain the required information, the researcher used direct approval to the principals of the selected schools. Following approval, appointments were made and distribution of the survey questionnaires were done personally to respondents that volunteered to participate. Questionnaires were completed and collected, sorted, encoded, and put under statistical analysis. The results were then understood to give conclusions and recommendations that informed the study. The data privacy and integrity were maintained at all stages of the research.

Statistical analysis instruments such as mean, Pearson r and multiple regression analysis were employed. The average calculated the degree of pedagogical strategies, academic strength, and satisfaction of the students. Pearson r was used to establish the correlation between variables, whereas multiple regression was used to identify the significant elements of pedagogical strategies and academic resilience that predicted the level of student satisfaction. These methods of analysis concur with the current trends in educational research processes that focus on evidence-based meanings.

There were high ethical standards which were adhered to. The research received permission by the University of Mindanao Ethics Review Committee (UMERC) Protocol Number 2025-297. They were all voluntary and the respondents were told that they could pull out any time with no repercussions. Confidentiality was promised to them and their answers were not used to reveal any information to unauthorized parties. Prior to the distribution of the survey questionnaire, the researchers personally explained the purpose of the study to the participants and provided written informed consent forms for them to read and sign to signify their voluntary participation. All the sources were referenced accordingly and Turnitin similarity checking was applied to guarantee academic integrity. The author followed the

ethical requirement of authorship, honesty as well as accountability during the research process, which is in line with the existing ethical requirements in research in education.

3. RESULTS AND DISCUSSIONS

The data gathered from the respondents on academic resilience, pedagogical strategies, and students' satisfaction are presented, analyzed, and interpreted in this chapter based on the sub-problems previously stated. The order of the discussion is as follows: level of academic resilience of the students; their level of pedagogical strategies; their level of students' satisfaction; the significant relationship among the three variables; and the regression analysis on the combined influence of academic resilience and pedagogical strategies on students' satisfaction.

3.1 Academic Resilience of Students

Table 1 presents the level of academic resilience of the respondents in terms of perseverance, reflecting and adaptive help-seeking, and negative effects and emotional response.

Table 1

Level of Academic Resilience of Students

Indicator	SD	Mean	Descriptive Level
Perseverance	0.55	3.84	High
Reflecting & Adaptive Help-Seeking	0.51	4.40	High
Negative Affects & Emotional Response	0.92	3.42	Moderate
Overall	0.48	3.89	High

As reflected in the table, the overall mean score of 3.89 with a standard deviation of 0.48 indicates that the academic resilience of the students is high, and is oftentimes exhibited. The indicator with the highest mean is reflecting and adaptive help-seeking with the mean score of 4.40 with a standard deviation of 0.51 revealing that students frequently seek help appropriately and reflect on ways to cope with academic demands. Meanwhile, the lowest mean is negative effects and emotional response with the mean score of 3.42 and standard deviation of 0.92 which, though moderate, suggests that students still encounter emotional struggles such as frustration or anxiety. Nonetheless, the general outcome is that the students exhibit resilience in dealing with academic adversities.

The implication of the result is that adaptive help-seeking and self-reflection are critical behaviors that strengthen the academic resilience of students in their efforts to cope with academic problems in a better way. Research indicates that active researchers of guidance and evaluators of their learning requirements are more persisting and coping (Samoy et al., 2025). It was also described by Aguilar and Aguilar (2025) that reflective thinking and proper help seeking helps the students to overcome some challenging academic assignments. Similarly, as per recent studies, strategies of adaptive coping and reflective strategies are remarkably beneficial to develop the resilience of students, particularly in challenging or shift learning conditions (Mopolu, 2023).

It demonstrates that tough students still experience emotional challenges including stress, anxiety, and frustration. Despite possessing strong coping strategies, learners in the post-pandemic period still experience persistent emotional challenges (Bolo, 2024). Similarly, Ali et al (2023) noted that negative emotional responses remain prevalent even among highly resilient students. These results imply consistency with the present study, where emotional responses and negative effects obtained the lowest mean scores yet remained within the moderate range. This suggests that while students may experience emotional challenges, resilience supports their ability to manage these difficulties effectively through adaptive coping strategies (Smith & Doe, 2022).

3.2 Pedagogical Strategies of Teachers

Table 2 illustrates the level of pedagogical strategies of teachers as to students' involvement, safe learning climate, classroom management, clear instruction, activating learning, adaptive teaching, and teaching learning strategies.

Table 2

Level of Pedagogical Strategies of Teachers

Indicator	SD	Mean	Descriptive Level
Students' Involvement	0.73	4.15	High
Safe Learning Climate	0.82	3.88	High
Classroom Management	0.74	4.00	High
Clear Instruction	0.54	4.31	High
Activating Learning	0.46	4.22	High
Adaptive Teaching	0.66	3.78	High
Teaching Learning Strategies	0.58	4.18	High
Overall	0.49	4.06	High

As shown, the overall mean of 4.06 with a standard deviation of 0.49 is interpreted as high, indicating that pedagogical strategies are oftentimes observed in classroom instruction. The highest mean is noted for *clear instruction* with the mean score of 4.31 and standard deviation of 0.54 which implying that teachers regularly provide clear directions and explanations. On the other hand, *adaptive teaching* yielded the lowest mean score of 3.78 and standard deviation 0.66 which still described as high. This suggests that while teachers adjust instruction when needed, further enhancement on individualized or differentiated strategies may still be strengthened.

The results imply that pedagogical strategies are frequently observed in classroom instruction, with teachers consistently providing clear directions, explanations, and structured guidance. The positive score on instructional clarity indicates that the appropriate delivery of goals and processes might help improve the confidence of students, accuracy of the tasks, understanding, interest, and satisfaction (Gonzales and Torres, 2021). Also, by describing concepts in clear, systematic, and stepwise manner, students have more motivations to stay motivated and build greater understanding (Abid et al., 2022). These implications emphasize the great significance of efficient pedagogical approaches in enabling students to contribute to and successfully go through academic demands in a meaningful way.

On the other hand, the adaptive teaching, though rated high, had a lower mean and it seems that there is a requirement to improve the individualized or differentiated teaching more. This implies that teachers can make changes, where it is needed, but there are still chances to reinforce the individual strategy. According to the previous research, adaptive instruction is sometimes difficult because of big classes, lack of time, and training in the field of differentiated instruction (Flores and Cabello, 2020). Alterations that are more recent suggest that adaptive pedagogy is not always consistently applied even though it is relevant to meet various learning requirements (Salayo & dela Cruz, 2022). Zhang and Lin (2024) also note that the enhancement of adaptive teaching is critical to ensuring the equitable learning opportunities among the students with different levels of readiness, interests, and background knowledge. On the whole, these implications highlight the necessity to improve the ability of teachers to provide instruction in a manner that would accommodate all learners.

3.3 Students' Satisfaction

Table 3 indicates the satisfaction level of students regarding academic, student services, and physical facilities.

Table 3

Level of Students' Satisfaction

Indicator	SD	Mean	Descriptive Level
Academic	0.59	4.04	High
Student Services	0.63	3.83	High
Physical Facilities	0.64	3.96	High
Overall:	0.54	3.94	High

The mean score of 3.94 with a standard deviation of 0.54 represents that the level of student satisfaction is high. The highest mean score of 4.04 that indicated satisfaction with the quality of teaching

and academic procedures was registered by the academic aspect. Student services is the lowest with a mean score of 3.83) but that is still high, and therefore, an academic support can lead to an increase in satisfaction.

The outcomes suggest that the pedagogical strategies are very manifested in classroom instruction in the form of overall mean score of 4.06 and standard deviation of 0.49. The top score under clear instruction with the mean score of 4.31 implies that teachers are always involved in structured explanation, organized instructions, and clear directions practices that are closely related to the increase in the student learning outcomes. Previous studies show that instructional clarity is one of the predictors of student satisfaction, engagement, and comprehension. As an example, Nguyen and Pham (2023) claim that clarity in instructions has a significant positive effect on the efficiency of learning in higher education, whereas Liew and Tan (2022) observed higher performance of students with explicit and coherent instructions. These implications confirm that explicit teaching is one of the key elements of effective pedagogy (Nguyen and Pham, 2023; Liew and Tan, 2022).

At the same time, adaptive teaching received the least average of 3.78 and standard deviation of 0.66 but is still considered high. This would imply that even though teachers strive to modify their teaching to meet the needs of the students, these plans might not be implemented as often as explicit teaching. Research by Barrot (2021) revealed that the individualized teaching practices in Philippine classrooms have limited applications, although the teachers recognize the necessity of such practices. Similarly, Aboagye et al. (2021) also observed that although adaptive strategies enhance student satisfaction and resilience, they require more support and training to be effectively implemented by many teachers. These researches reinforce the recent discoveries that adaptive teaching exists but still needs more reinforcement (Barrot, 2021; Aboagye et al., 2021).

3.4 Overall Significance on the Relationship between Academic Resilience, Pedagogical Strategies, and Students' Satisfaction

Table 4 presents the overall significance of the relationship among academic resilience, pedagogical strategies, and students' satisfaction. The results indicate how these variables are interrelated and how strongly they influence one another within the context of the study.

Table 4

Overall Significance on the Relationship between Academic Resilience, Pedagogical Strategies, and Students' Satisfaction

	Academic Resilience	Pedagogical Strategies	Students' Satisfaction
Academic Resilience	1	.611**	.564**
Pedagogical Strategies	.611**	1	.545**
Students' Satisfaction	.564**	.545**	1

Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the outcome of the correlation analysis between academic resilience, pedagogical strategies, and student satisfaction. The correlation coefficients revealed that there were significant positive relationships between the three variables. This implies that the more the academic resilience and pedagogic strategies are the more the satisfaction of the students. Thereby, the null hypothesis is rejected.

The correlation analysis depicts that there is a significant positive correlation between academic resilience, pedagogical strategies and student satisfaction. In particular, academic resilience is highly correlated with pedagogical strategies ($r = 0.611$) and the satisfaction of students ($r = 0.564$) as well, meaning that the more resilient students are, the more they will positively react to teaching strategies and show their contentment with the learning experience they receive (Smith and Lee, 2021; Nguyen and Pham, 2023). Likewise, the instructional strategies are positively correlated with the satisfaction of students ($r = 0.545$), which implies that effective instructional strategies, such as clarity in instructions and adaptive teaching, can result in higher levels of satisfaction and engagement of students in studying (Abid et al., 2022; Velasco and Duque, 2024). The results of this study suggest that academic resilience and competent pedagogical practices are critical factors in facilitating student satisfaction in general and

underscoring the interdependence of student abilities and instruction methods in producing desirable educational results.

3.5 Multiple Regression Analysis of Academic Resilience and Pedagogical Strategies to Students' Satisfaction

Table 5 presents the regression analysis determining the combined influence of academic resilience and pedagogical strategies on students' satisfaction.

Table 5

Multiple Regression Analysis of the Combined Influence of Academic Resilience and Pedagogical Strategies on Students' Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.251	.391		5.756	.000
Academic Resilience	.368	.118	.422	3.119	.004
Pedagogical Strategies	.289	.137	.292	2.116	.044
R = .618					
R² = .382					
F = 8.338					
p = .002					

a. Dependent Variable: Students' Satisfaction

Data revealed that academic resilience and pedagogical strategies significantly influence students' satisfaction as shown by $F(2,27) = 8.338$, $p(.002) < 0.05$. These variables explain 38.2% of the variance in students' satisfaction, while the remaining 61.8% may be attributed to other factors not included in the study.

Further analysis showed that both academic resilience $p(.004) < 0.05$ and pedagogical strategies $p(.044) < 0.05$ significantly contribute to students' satisfaction. This means that when pedagogical strategies are held constant, a one-unit increase in academic resilience increases satisfaction by .368 units. Likewise, when academic resilience is held constant, pedagogical strategies increase satisfaction by .289 units.

4. CONCLUSION AND RECOMMENDATION

Anchored on the findings of the study, it was revealed that the level of academic resilience of students was high. Specifically, perseverance was high, reflecting and adaptive help-seeking was high, and negative effects and emotional responses were moderate, resulting in an overall high level of academic resilience. The level of pedagogical strategies of teachers was also high, with students' involvement, safe learning climate, classroom management, clear instruction, activating learning, adaptive teaching, and teaching-learning strategies all rated high, leading to an overall high level of pedagogical strategies. Meanwhile, the level of students' satisfaction was high across academic performance, student services, and physical facilities, resulting in an overall high level of satisfaction. Moreover, a significant relationship was found between academic resilience, pedagogical strategies, and students' satisfaction, and multiple regression analysis showed that both academic resilience and pedagogical strategies directly influenced students' satisfaction. Therefore, the null hypothesis is rejected, implying that students' satisfaction is significantly influenced by their academic resilience and the pedagogical strategies employed by teachers.

In line with the findings, greater emphasis should be placed on the indicators that obtained comparatively lower mean scores. In pedagogical strategies, adaptive teaching recorded the lowest mean score of 3.89 indicating the need to further strengthen differentiated and individualized instructional approaches despite its generally high implementation. Emotional responses and negative effects were lowest in the mean score of 3.42 and standard deviation of 0.92 indicating that though students are

resilient, they still may encounter problems associated with the management of negative emotions and stress. These findings demonstrate the necessity of improving the flexibility of teaching methods and offering systematic assistance to emotional regulation and coping skills of students.

This study has potential significance to critical beneficiaries. The findings can help teachers to perfect adaptive pedagogy and inculcate other methods that can relatively accommodate the various learning requirements and emotional issues. Students will be in a position to enjoy better teaching and resilience programs which boost their satisfaction and academic outcomes. The results can help school administrators to develop specific professional development programs and student support services. In addition, researchers in the future can extend these results by crafting and experimenting existing interventions that can directly relate to adaptive teaching and emotional strength of the Senior High School Technical-Vocational and Livelihood track.

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— **ELIZABETH L. MACASAMPON** —

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