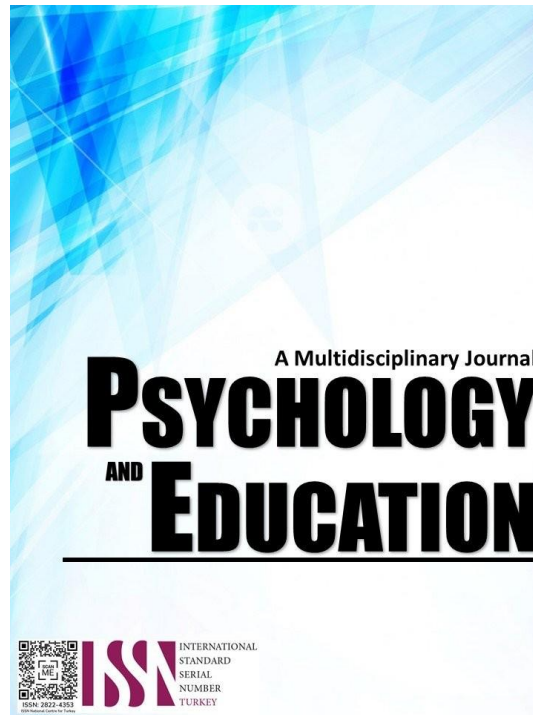


MODALITY OF INSTRUCTION, ACCESSIBILITY OF SUPPORT SERVICES, AND EFFECTIVENESS OF COMMUNICATION ON THE SATISFACTION AMONG THE STUDENTS



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Modality of Instruction, Accessibility of Support Services, and Effectiveness of Communication on the Satisfaction among the Students

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Abstract

The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) provided non-traditional learners with flexible opportunities to complete higher education through alternative learning modalities. This study examined the effectiveness of ETEEAP in relation to student satisfaction, focusing on instructional modalities, accessibility of support services, and communication effectiveness. The primary objective of this research was to determine the factors that most significantly impacted student satisfaction and to identify areas for improvement in the program's implementation. A quantitative descriptive-correlational and causal research design was employed, utilizing survey questionnaires to gather data from ETEEAP students at Liceo de Cagayan University. Statistical tools such as mean and standard deviation, correlation, and multiple regression were used to interpret the relationship and influence between the key variables. Findings indicated that self-directed learning was the most preferred instructional modality, while accessibility to academic and career support services played a critical role in student satisfaction. Effective communication, particularly clear information dissemination and timely feedback, also significantly influence student engagement and overall satisfaction. The study concluded that while ETEEAP is an effective educational pathway for non-traditional learners, Improvements in digital accessibility, faculty engagement, and institutional support are necessary to enhance student experiences and program efficiency.

Keywords: *flexible learning, student satisfaction, support services, instructional modalities, communication effectiveness.*

Introduction

Access to quality higher education remained a significant challenge for many Filipino adult learners, particularly those balancing employment, family responsibilities, and a lack of traditional academic credentials. In the Philippines, many individuals were unable to complete their college education due to financial hardships, early employment, and restricted access to formal institutions (Commission on Higher Education [CHED], 2012; Magno, 2015). Despite acquiring valuable professional experience, these individuals were often excluded from career advancement opportunities because of the absence of formal academic degrees. The conventional education system was not fully designed to address the unique learning needs of non-traditional students (Magno, 2015).

To bridge this educational gap, the Philippine government introduced the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) through Executive Order No. 330 in 1996. This initiative recognized prior learning, work experience, and informal education as equivalent to academic credits, thereby providing adult learners with a flexible and non-traditional pathway to earn a college degree (CHED, 2012). ETEEAP thus became an essential mechanism to promote lifelong learning, workforce development, and educational equity. However, despite its potential, there remained limited empirical research evaluating its effectiveness in enhancing student satisfaction, delivering quality education, and providing adequate support services.

This study examined three major components of the student experience modality of instruction, accessibility of support services, and effectiveness of communication to determine how these factors influenced student satisfaction in the ETEEAP program at Liceo de Cagayan University. It is aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), which emphasize ensuring inclusive, equitable, and lifelong learning opportunities for all individuals (United Nations, 2015; UNESCO, 2016). By focusing on the experiences of adult learners in a flexible education program, this research aimed to contribute to a more inclusive and responsive higher education system.

In the rapidly evolving academic landscape, particularly after the COVID-19 pandemic, the shift toward online and blended learning modalities further highlighted the necessity of assessing how adult learners navigated programs like ETEEAP. Understanding their satisfaction with instructional delivery, support mechanisms, and communication processes was crucial for continuously improving flexible learning programs and ensuring that adult learners remained connected, motivated, and supported throughout their educational journey (Salmon, 2020; Means et al., 2014).

Methodology

Research Design

Descriptive-correlational and causal research designs were employed. The descriptive-correlational approach was used to describe current conditions and relationships between key variables, while the causal design helped determine which factors significantly impact student satisfaction. This blend allowed for both the exploration of associations and identification of potential cause-effect dynamics

between variables such as instructional modality and satisfaction levels.

Respondents

The respondents of the study were students enrolled in ETEEAP during the second semester of 2023–2024 and the first semester of 2024–2025. The programs included were BSBA (Financial Management, Human Resource Development Management, and Marketing Management), BA in Political Science, Communication, and Literature & Performing Arts. Using the Raosoft calculator for sample size, a representative sample of 233 out of 588 students was selected through stratified random sampling. This ensured proportional representation across programs and minimized sampling bias.

Instrument

The study utilized a self-constructed descriptive survey questionnaire to evaluate participants' perceptions regarding the Modality of Instruction, Accessibility of Support Services, Effectiveness of Communication, and Overall Student Satisfaction within the ETEEAP program. The instrument consisted of 149 items rated on a 5-point Likert scale, which was originally developed by Rensis Likert in 1932 to measure and assess participants' responses. The scale was structured as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The questionnaire was organized into four sections to provide a comprehensive evaluation of the students' academic experiences. Part 1 assessed the Modality of Instruction through 44 items distributed across three sub-areas: Self-Directed Learning, Guided Instruction, and Formal Instruction Sessions. Part 2 measured the Accessibility of Support Services with 45 items focusing on Academic Support, Technical Support, and Career Growth. Part 3 evaluated the Effectiveness of Communication with 45 items addressing Information Dissemination, Communication Channels, and Feedback Mechanisms. Lastly, Part 4 examined the students' Overall Satisfaction with 15 items related to their holistic experience in the program. This structured approach ensured a systematic and thorough assessment of the key factors influencing student satisfaction within the ETEEAP framework.

Procedure

To ensure compliance with the research protocol, the researcher administered the research instruments. Formal permission was obtained from the Dean of the School of Business, Management, and Accountancy, followed by approval from the Office of the Vice President for Research. Participants provided informed consent, and ethical standards aligned with the Data Privacy Act of 2012 were followed. Survey questionnaires were distributed online and in person, and participation was entirely voluntary.

Data Analysis

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), employing a combination of descriptive and inferential statistical techniques. For Problems 1 to 4, Mean and Standard Deviation were utilized to summarize and interpret the central tendency and variability of the data. The mean provided a measure of the average response, offering insights into general trends, while the standard deviation indicated the dispersion of responses, helping to determine the consistency of participants' perceptions (Field, 2013). For Problem 5, Pearson product-moment correlation coefficient (r) was employed to examine the strength and direction of the relationship between variables. This technique was appropriate for assessing the degree of linear association between two continuous variables, allowing the study to determine whether significant relationships existed between factors such as instructional quality, support services, and overall student satisfaction (Cohen et al., 2018). For Problem 6, Multiple Regression Analysis was conducted to identify which variables significantly predicted student satisfaction. This statistical method enabled the examination of the predictive power of multiple independent variables on a dependent variable, providing insights into which aspects of the ETEEAP contributed most significantly to student satisfaction (Tabachnick & Fidell, 2019). By applying these analytical techniques, the study ensured a robust, systematic evaluation of the research questions and generated meaningful conclusions to inform future program improvements.

Results and Discussion

Following proper procedure, the research was able to progress. Here are the main findings of the study:

Table 1. *Summary of Mean Scores for the Level of Modality of Instruction*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Self-direct learning	4.27	0.73	Agree	Effective
Guided Instruction	4.63	0.55	Strongly Agree	Very Effective
Formal Instruction Sessions	4.57	0.56	Strongly Agree	Very Effective
Over-all Mean	4.49	0.61	Agree	Effective

Legend: 1.00–1.50 – Strongly Disagree, Very Ineffective; 1.51–2.50 – Disagree, Ineffective; 2.51–3.50 – Neutral, Moderately Effective; 3.51–4.50 – Agree, Effective; 4.51–5.00 – Strongly Agree, Very Effective.

For the first problem, on the modality of instruction, participants generally rated their experiences highly, with an overall mean of 4.49 and a standard deviation of 0.61. Among the three modalities, Guided Instruction received the highest rating ($M = 4.63$, $SD = 0.55$),

with learners expressing strong appreciation for structured support, clear examples, and timely instructor feedback. Formal Instruction Sessions also received positive ratings ($M = 4.57$, $SD = 0.56$), with participants noting that organized sessions provided a helpful and structured learning environment. Self-Directed Learning, while still positively rated ($M = 4.27$, $SD = 0.73$), received comparatively lower scores, particularly highlighting students' efforts in setting personal goals and utilizing online resources to enhance understanding. Although participants found value across all modalities, some indicated a preference for greater flexibility and individualized pacing, suggesting that incorporating more blended and personalized learning strategies could further enhance the effectiveness of instruction and better accommodate diverse learning styles.

Table 2. *Summary of Mean Scores for the Level of Accessibility on the Support Services*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Academic Support	4.57	0.593	Strongly Agree	Highly Accessible
Technical Support	4.51	0.63	Strongly Agree	Highly Accessible
Career Growth	4.70	0.527	Strongly Agree	Highly Accessible
Over-all Mean	4.59	0.583	Strongly Agree	Highly Accessible

Legend: 1.00–1.50 – Strongly Disagree, Very Ineffective; 1.51–2.50 – Disagree, Ineffective; 2.51–3.50 – Neutral, Moderately Effective; 3.51–4.50 – Agree, Effective; 4.51–5.00 – Strongly Agree, Very Effective.

For the second problem. In terms of accessibility of support services, results indicated that academic, technical, and career support services were highly accessible, with mean scores all falling within the "Strongly Agree" range (4.51–5.00). Career support services were rated the highest ($M = 4.70$, $SD = 0.527$), suggesting that students found opportunities for career advancement support highly available and accessible. Academic support services, such as tutoring and advising, were also perceived positively ($M = 4.57$, $SD = 0.593$), with students acknowledging their value in helping them meet academic requirements. Technical support, while still rated positively ($M = 4.51$, $SD = 0.63$), had the lowest mean among the three areas, with some participants noting challenges in accessing assistance during weekends or off-hours. Although career services received the highest accessibility rating, ongoing efforts may still be needed to maintain student awareness and encourage full utilization of these services. These findings highlight the overall strength of the university's support systems while suggesting that improvements in technical support availability and continuous promotion of career services could further enhance the ETEEAP student experience.

Table 3. *Summary of Mean Scores for the Level of Effectiveness of Communication*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Academic Support	4.57	0.593	Strongly Agree	Highly Accessible
Technical Support	4.51	0.63	Strongly Agree	Highly Accessible
Career Growth	4.70	0.527	Strongly Agree	Highly Accessible
Over-all Mean	4.59	0.583	Strongly Agree	Highly Accessible

Legend: 1.00–1.50 – Strongly Disagree, Very Ineffective; 1.51–2.50 – Disagree, Ineffective; 2.51–3.50 – Neutral, Moderately Effective; 3.51–4.50 – Agree, Effective; 4.51–5.00 – Strongly Agree, Very Effective.

For the third problem, information Dissemination received the highest mean score ($M = 4.58$, $SD = 0.57$), indicating that students strongly agreed on the clarity, timeliness, and accessibility of information provided to them. This was followed by Communication Channels ($M = 4.53$, $SD = 0.61$), reflecting positive feedback on the variety and reliability of platforms used for communication. Feedback Mechanism ranked third ($M = 4.51$, $SD = 0.59$), though still within the "Strongly Agree" range, suggesting that while students found feedback processes effective, there remained slight room for improvement. The overall mean score was $M = 4.54$ ($SD = 0.59$), which was interpreted as Strongly Agree, meaning that participants perceived the communication within the program as very effective. In support of these results, participants reported that information dissemination was timely and clear, facilitated through a variety of channels including email, messaging applications, and official Facebook groups. Communication channels were described as user-friendly and accessible, further contributing to positive student experiences. However, concerns were raised regarding the feedback mechanisms, particularly in relation to delays in responses and inconsistent communication from some departments. These findings pointed to the need for a more structured and responsive feedback system to further enhance the institution's overall communication practices and better support the needs of ETEEAP students.

Table 4. *Level of Respondents' Level of Satisfaction*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1. The quality of education provided in the Expanded Tertiary Education Equivalency and Accreditation Program.	4.80	.457	Very Satisfied	Extremely Pleased
2. The program meets my expectations in terms of academic excellence.	4.76	.470	Very Satisfied	Extremely Pleased
3. I feel that the program effectively addresses my individual learning needs.	4.74	.498	Very Satisfied	Extremely Pleased
4. The support services provided contribute positively to my academic success and well-being.	4.75	.477	Very Satisfied	Extremely Pleased
5. The accessibility and quality of instructional materials and resources.	4.69	.510	Very Satisfied	Extremely Pleased

6. The program fosters a positive and inclusive learning environment.	4.70	.498	Very Satisfied	Extremely Pleased
7. The program effectively communicates information about academic matters.	4.70	.490	Very Satisfied	Extremely Pleased
8. The opportunities for extracurricular involvement offered by the program.	4.65	.554	Very Satisfied	Extremely Pleased
9. The program demonstrates a commitment to the overall well-being and development of its students.	4.72	.491	Very Satisfied	Extremely Pleased
10. I feel that the program's faculty and staff are approachable and responsive to student needs.	4.69	.551	Very Satisfied	Extremely Pleased
11. The program provides ample opportunities for career counseling and guidance.	4.67	.555	Very Satisfied	Extremely Pleased
12. The level of diversity and inclusivity in the program's learning environment.	4.69	.502	Very Satisfied	Extremely Pleased
13. The program encourages critical thinking and analytical skills development.	4.68	.516	Very Satisfied	Extremely Pleased
14. The program's efforts in ensuring a fair and transparent grading process.	4.73	.462	Very Satisfied	Extremely Pleased
15. My experience as a student in the Expanded Tertiary Education Equivalency and Accreditation Program.	4.79	.425	Very Satisfied	Extremely Pleased
Overall Mean	4.72	0.49	Very Satisfied	Extremely Pleased

Legend: 1.00–1.50 – Strongly Disagree, Very Ineffective; 1.51–2.50 – Disagree, Ineffective; 2.51–3.50 – Neutral, Moderately Effective; 3.51–4.50 – Agree, Effective; 4.51–5.00 – Strongly Agree, Very Effective.

For the fourth problem, in evaluating the overall student satisfaction, most participants expressed being very satisfied with their ETEEAP experience, with an overall mean score of 4.72 (SD = 0.49), which fell within the "Very Satisfied" range (4.51–5.00). Contributing factors to this high level of satisfaction included the perceived quality of education, the overall positive student experience, and the program's ability to meet expectations for academic excellence. Participants highlighted the flexibility of the program, the supportive attitude of faculty, and the opportunity to balance academic responsibilities with professional and personal commitments as major strengths. However, some areas for improvement were identified, such as providing more opportunities for extracurricular involvement, enhancing career counseling services, and encouraging further development of critical thinking and analytical skills. These findings suggested that while the ETEEAP program effectively supported its students, continuous enhancements in supplementary services could have further elevated the overall student experience.

Table 5. Results of Pearson R Correlation Analysis for the significant relationship between students' Satisfaction and Modality of Instruction, Accessibility of Support Services and Effectiveness of Communication

Variables	n	r	Effect Size	P-value	Interpretation
Self-directed learning	246	.380	Moderate	.000	Significant
Guided Instruction	246	.641	Large	.000	Significant
Formal Instruction Sessions	246	.662	Large	.000	Significant
Modality of Instruction	246	.665	Large	.000	Significant
Academic Support	246	.744	Large	.000	Significant
Technical Support	246	.665	Large	.000	Significant
Career Growth	246	.725	Large	.000	Significant
Accessibility of Support Services	246	.773	Large	.000	Significant
Information Dissemination	246	.702	Large	.000	Significant
Communication Channels	246	.711	Large	.000	Significant
Feedback Mechanism	246	.697	Large	.000	Significant
Effectiveness of Communication	246	.728	Large	.000	Significant

Legend: Correlation Coefficient Range – Effect Size/Strength of Relationship (Cohen, 1988): .50 and above – Strong/Large Correlation; .30 to .49 – Moderate Correlation; .10 to .29 – Weak/Small Correlation.

The results of the correlation analysis revealed that Self-Directed Learning had a positive moderate significant relationship with students' satisfaction ($p < .05$, $r = .38$), suggesting that as students' engagement in self-directed learning increased, their satisfaction levels also increased moderately. Meanwhile, Guided Instruction ($p < .05$, $r = .641$), Formal Instruction Sessions ($p < .05$, $r = .662$), Overall Modality of Instruction ($p < .05$, $r = .665$), Academic Support ($p < .05$, $r = .665$), Career Growth ($p < .05$, $r = .725$), Accessibility of Support Services ($p < .05$, $r = .773$), Information Dissemination ($p < .05$, $r = .702$), Communication Channels ($p < .05$, $r = .711$), Feedback Mechanism ($p < .05$, $r = .697$), and Overall Effectiveness of Communication ($p < .05$, $r = .728$) all demonstrated large positive significant relationships with students' satisfaction. This indicates that improvements in these areas would correspond to a substantial increase in students' satisfaction levels.

Overall, the correlation analysis revealed that all three independent variables Modality of Instruction, Accessibility of Support Services, and Effectiveness of Communication had significant positive relationships with student satisfaction. Among these, Accessibility of Support Services exhibited the strongest correlation with satisfaction ($r = .773$), followed by Effectiveness of Communication ($r = .728$), and Modality of Instruction ($r = .665$). These findings imply that strengthening support services and enhancing communication practices would have the greatest direct impact on improving student satisfaction, with improvements in instructional modalities also contributing meaningfully to the overall student experience.

Table 6. Results of Multiple Regression Analysis for the Variables that Singly or in Combination Best Impact Students' Satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficient		t	Sig.	Interpretation
	B	Std. Error	Beta				
(Constant)	1.09	.212	—		5.15	.000	Significant
Self-direct learning	-.041	.042	-.047		-.968	.334	Not Significant
Guided Instruction	.069	.073	.071		.958	.339	Not Significant
Formal Instruction Sessions	.010	.072	.011		.137	.891	Not Significant
Academic Support	.286	.094	.323		3.053	.003	Significant
Technical Support	-.041	.074	-.052		-.554	.580	Not Significant
Career Growth	.321	.066	.330		4.889	.000	Significant
Information Dissemination	-.115	.163	-.131		-.707	.480	Not Significant
Feedback Mechanism	.063	.171	.075		.366	.714	Not Significant
Effectiveness of Communication	.230	.311	.263		.737	.462	Not Significant
	R=.795	R ² =.632	F=45.12		p-value=.000		

The multiple regression analysis further affirmed Among the independent variables, Career Growth ($\beta = .330$, $p < .05$) had the most significant and favorable impact on student satisfaction, followed closely by Academic Support ($\beta = .323$, $p < .05$). In contrast, while other variables such as modality of instruction and communication effectiveness contributed positively, they had a lesser and statistically insignificant effect compared to Career Growth and Academic Support. These results suggest that, while instructional and communication quality remain important, institutions should prioritize strengthening career development opportunities and academic support services to better meet the needs and expectations of ETEEAP learners.

Conclusions

Based on the findings of this study, several conclusions can be drawn regarding the satisfaction of ETEEAP students at Liceo de Cagayan University.

Students generally expressed very high satisfaction with their overall ETEEAP experience, particularly appreciating the flexibility of the program, the supportive attitude of faculty, and the ability to balance academic, professional, and personal commitments. Guided Instruction and Formal Instruction Sessions were highly rated among the instructional modalities, while Self-Directed Learning, although positively perceived, indicated a need for more flexibility and individualized support to better meet diverse learning preferences.

Support services, specifically Career Growth and Academic Support, were found to be highly accessible and critical to student satisfaction. Career support services received the highest accessibility ratings, suggesting that opportunities for professional advancement were well-recognized. However, ongoing efforts were still needed to maintain awareness and encourage full utilization of these services. Technical support, while positively rated, showed some areas for improvement, particularly in availability during weekends or off-hours.

Communication effectiveness within the institution was also rated highly, with students appreciating the clarity, timeliness, and accessibility of information dissemination through multiple channels. Nevertheless, concerns regarding feedback delays and inconsistencies indicated that further improvements in the responsiveness and structure of feedback mechanisms were necessary to optimize the student experience.

The results of the correlation analysis confirmed that all three independent variables Modality of Instruction, Accessibility of Support Services, and Effectiveness of Communication had significant positive relationships with student satisfaction. Among these, Accessibility of Support Services demonstrated the strongest correlation, followed by Effectiveness of Communication, and then Modality of Instruction. These results implied that strengthening support services and enhancing communication practices would have the greatest direct impact on improving student satisfaction, with improvements in instructional modalities also contributing meaningfully.

Furthermore, multiple regression analysis revealed that Career Growth and Academic Support were the most significant predictors of student satisfaction. In contrast, modality of instruction and communication effectiveness, while contributing positively, had lesser and statistically insignificant effects when compared to support services. These findings emphasized the critical role of providing strong, accessible career development opportunities and academic support in meeting the needs and expectations of ETEEAP learners. Prioritizing these areas would further enhance the educational experience and satisfaction of non-traditional adult students.

The following recommendations are offered to improve student satisfaction and the overall implementation of the ETEEAP program:

Commission on Higher Education (CHED). CHED may consider strengthening policy guidelines for alternative education programs

such as ETEEAP by promoting the integration of robust communication systems and student-centered support services. Insights from this study can help inform accreditation standards that emphasize responsiveness, flexibility, and inclusivity for non-traditional learners. Furthermore, CHED may initiate capacity-building programs for institutions offering ETEEAP to ensure that faculty and staff are equipped to address the unique needs of adult students.

The University. Liceo de Cagayan University may enhance its instructional delivery by investing in blended learning models that combine structure and flexibility. The institution may also improve awareness and accessibility of its career support services to better assist adult learners in their professional advancement. Additionally, feedback systems and communication channels may be optimized to ensure timely, consistent, and clear responses to student concerns. The university may also consider developing internal mechanisms to assess and continuously improve ETEEAP program delivery based on regular feedback from its stakeholders.

Faculty and Staff. Faculty members are encouraged to adopt multimodal and adaptive teaching strategies that address the varied learning preferences of adult learners. They may also prioritize regular, constructive feedback and establish clear communication practices with students. Support staff, particularly in academic advising and technical services, may ensure accessibility and responsiveness. Continuous professional development programs may be offered to enhance faculty and staff competencies in flexible learning and adult education methodologies.

ETEEAP students are encouraged to actively participate in learning and institutional activities, take advantage of academic and technical support services, and communicate their needs and concerns through proper channels. Practicing self-directed learning and engaging in opportunities for feedback and reflection may also enhance their academic experience and satisfaction. Their active involvement can contribute to institutional improvements and the overall success of the ETEEAP program.

Future Researchers may conduct a study on the effectiveness of specific instructional modalities in improving adult student satisfaction and performance. Comparative studies across different higher education institutions offering ETEEAP could provide broader insights into best practices. Researchers may also examine how communication and support services evolve in flexible learning environments and how these directly impact learner outcomes and retention.

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