



**Office of the President and Chief Academic Officer
UNIVERSITY OF THE EAST**

FOREWORD

This first of two volumes of the University of the East Research Journal or UERJ for 2026 features several articles that address specific University issues. Three articles deal with digital learning and two about automation. Two articles are on special programs on traditional pedagogy. Lastly, the issue is capped by a historical article written in Filipino.

The article entitled **Unravelling the Nexus: University of the East Marketing Strategies and Student Decision Dynamics** looked into the relationship between the marketing strategies used by the University of the East (UE) and the decision-making processes of former Grade 12 students who chose to enroll as freshmen. Social media advertisements, campus events, school-to-school promotions, alumni testimonials, and personalized emails, were recognized as significantly impacting students' decisions. The study prescribed the importance of integrating data-driven, student-centered marketing approaches that reflect prospective students' values, needs, and expectations.

The article entitled **Factors Influencing Perceived Students' Satisfaction on the Implementation of Blended Learning Modality in the Basic Education Departments of the University of the East** features FUEL or Flexible UE Learning which is a new educational paradigm in UE that adopts alternative modes of learning and instruction. The blended learning modality of FUEL provides in-person classroom meetings with directed learning opportunities using synchronous and asynchronous mode of instructions. This study investigated the factors influencing students' satisfaction on the implementation of blended learning modality in the Basic Education Departments of the University of the East. The instructors' performance is found to significantly influence the perceived satisfaction of the respondents. The grade level of the students influences their confidence in using the e-learning tools and how they interact with teachers in the classroom discussions. The academic achievement of the student did not show a significant effect on their satisfaction in most areas of blended learning, except on the perceived ease of use. The findings from the study can be used as basis by the university in examining and evaluating the implementation of blended learning especially for its effectiveness, and identifying important factors that contribute to its success. The grade level of the students should be an important consideration in the modification of the blended learning policy and strategy.

The article **Academic Performance and Satisfaction Level of Grade 11 Students in Face-to-Face and Blended Learning Modalities: A Comparative Study in Mathematics and English Core Subjects** compared the academic achievement and satisfaction levels of Grade 11 students across two delivery modes: face-to-face (FTF) classes held on Tuesdays and Thursdays, and blended learning (BL) classes held on Mondays, Wednesdays, and Fridays. Focus was

made on Mathematics and English core subjects, using self-developed questionnaires to assess satisfaction levels. Varied outcomes in student performance were noted. Reading and Writing performance was similar in both BL and FTF settings. Oral Communication scores were consistently high in both modalities. In Probability and Statistics, however, FTF students performed significantly better compared to BL. For General Mathematics, minimal difference was noted in the performance of students in BL and FTF. The results suggest that subject-specific factors should be borne in mind when determining appropriate learning modality.

The article **Perceptions of University Students on Labster's Software Quality and Its Effects on Academic Performance** examined the impact of Labster, a virtual laboratory simulation platform, on the perceptions and self-reported academic performance of Senior High School students at the University of the East, Caloocan Campus. Findings revealed that students across the various academic tracks consistently regarded Labster as easy to navigate, user-friendly, and supportive of their learning needs. Respondents particularly appreciated the platform's accessibility, efficiency, and capacity to enhance their understanding of complex laboratory concepts. Minimal perceptual differences between STEM and non-STEM students were noted pointing to the equitable learning benefits that Labster can provide to students regardless of academic background. Findings pointed to Labster's potential as a valuable digital learning solution that could enhance instructional delivery and educational quality.

The article **Automated Essay Evaluator Using Bidirectional Encoder Representations from Transformers Algorithm and Semantic Analysis** introduces the design and assessment of the Automated Essay Evaluator (AEE) system based on the use of the BERT algorithm and Semantic Analysis meant to help overcome problems encountered with conventional essay evaluation methods. The AEE system ensures wide-ranging evaluation that determines if there are semantic relationships between essays, identifies grammatical errors, checks for plagiarism and detects if the content is AI generated. Statistical analysis revealed a strong linear association between the human consensus and automated scoring and absence of significant difference between human and automated scoring methods indicating excellent reliability. The result demonstrates high accuracy when it comes to plagiarism and AI generated detection with a score of 94%. Very good ratings were obtained from the use of the ISO/IEC 25010 criteria for software quality factors, especially in the Safety category. Teachers, students and information technology practitioners provided feedback on the flexibility, adaptability, and usability aspects of the system.

The article **Internal Auditing Practices in Remote Audits: The Role of Digital Tools and Technologies** describes how the digitalization journey has completely changed the traditional auditing method from on-site to technology-assisted remote audits. The paper specifically deals with the impact of digital tools on Muntinlupa City's BPO sector regarding the accuracy and reliability of remote auditing including the challenges encountered. Respondents generally agreed that digital tools are highly likely to support the accuracy and reliability of the audit. Novice internal auditors, lower-level internal auditors, and those who hold bachelor's degrees are more receptive to the tools considering them as more precise and trustworthy and at the same time showing a higher level of confidence

as compared to seasoned internal auditors. Remote internal auditing could pose important problems such as difficulty of verifying digital evidence, the risk of manipulation, and insufficient context information from the remote observation which could cause skepticism and difficulty on decision making. Digital tools can definitely be effective in supporting the existing audit process.

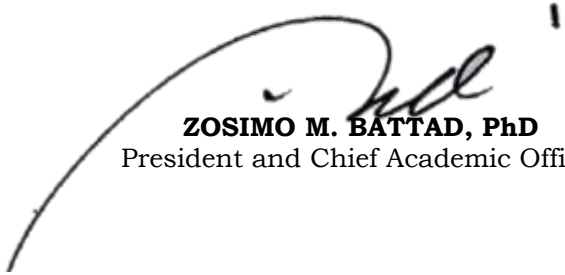
The article **Exploring the Relationship Between Academic Performance and Student Satisfaction in the Science-Based Curriculum Program** assessed the academic performance and level of satisfaction of the graduates from the Science Based Curriculum (SBC) program of the University of the East – Caloocan. The result showed a very weak negative correlation between the students' level of satisfaction with the SBC program and their academic performance. These results highlight the need for further investigation into the determinants of academic achievement and satisfaction level within the SBC program. The findings of this study highlight the importance of promoting the SBC program for incoming Grade 7 students and establishing ongoing support for SBC graduates.

The article **Perceived Long-Term Impact of the Multiple Intelligence Program on Alumni Development: An Exploratory Sequential Mixed-Methods Study** explored the perceived longitudinal impacts of the Multiple Intelligences (MI) Program at Red University Senior High School (pseudonym). The program is a co-curricular endeavor rooted in the Theory of Multiple Intelligences formulated by Gardner designed to foster holistic development among students. Findings imply that MI-based co-curricular activities are useful in ensuring ongoing development in academic preparedness, professional competency, personality, and interpersonal skills.

The article **Critical Reading Skills of Senior High School Learners Using a Five-Step Close Reading Strategy: A Qualitative Case Study** looked into the critical reading skills among senior high school learners by examining the critical reading skills of fifteen (15) Grade 12 STEM learners at the University of the East–Caloocan during the first semester of Academic Year 2025–2026 using a structured five-step close reading strategy. It was found that while students did well in recognizing important concepts, diction, tone, and literary devices, they struggled with developing their theses and arguments indicating the need for better structured guidance. Barring initial challenges, participants reported that close reading improved their comprehension, confidence, and engagement with the literary works. The study concludes that the five steps of the close reading strategy effectively enhance critical reading skills especially when there are appropriate modeling and guided practice that support them.

The article **Manila High School: Kasaysayan at Pamana sa Lungsod ng Maynila** traced the evolution of Manila High School, which was the first public secondary school established by the Americans on June 11, 1906. It eventually gave rise into several branches namely Manila South High School (now named Manuel Araullo High School), Manila East High School (now the Victorino Mapa High School), Manila North High School (now the Cayetano Arellano High School) at Manila West High School (now the Florentino Torres High School). The current names were from the justices of the Supreme Court. The study highlighted the important role played by Manila High School in shaping the history of the

foremost city in the country. This is not to mention the significant legacy left behind by this pioneer school especially in the history of education in the country.

A handwritten signature in black ink, appearing to read 'Zosimo M. Battad', is written over the printed name. The signature is fluid and cursive, with a large, sweeping initial 'Z'.

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President and Chief Academic Officer