

Characterizing the Determinants of Students Mobility in Academic Pursuit among Elementary Public Schools

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ABSTRACT

This study aimed to characterize the determinants of students' mobility in academic pursuit among transferee students in selected public elementary schools in the Division of Bohol during the School Year 2025–2026. Specifically, it examined the respondents' profile, assessed the levels of self-confidence, academic engagement, and school belongingness, determined the significant relationships between profile variables and mobility determinants, tested the relationship of self-confidence with academic engagement and school belongingness, and identified the challenges encountered by transferee students as the basis for a proposed Mobility Intervention Support Program.

The study utilized a quantitative descriptive-correlational research design. Data were gathered from 100 transferee student-respondents using a structured questionnaire. Statistical tools such as frequency, percentage, weighted mean, chi-square test, t-test, and Pearson correlation were employed in analyzing the data.

Findings revealed that transferee students generally demonstrated high levels of self-confidence (3.96), academic engagement (4.08), and school belongingness (4.08). Behavioral engagement and teacher support obtained the highest means, while emotional confidence and peer acceptance registered comparatively lower ratings. Significant relationships were found between selected profile variables and mobility determinants. Moreover, self-confidence showed a significant positive relationship with both academic engagement ($r = 0.71$) and school belongingness ($r = 0.68$). The most common challenges identified were difficulty adjusting to new classmates, understanding lessons, and hesitation in participation.

Based on the findings, a Mobility Intervention Support Program was proposed to enhance the academic, social, and emotional adjustment of transferee students.

Keywords: student mobility, transferee students, self-confidence, academic engagement, school belongingness, elementary education, intervention program

Chapter 1

THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the Study

Student mobility in academic pursuit has become an increasingly significant phenomenon in contemporary education systems, influenced by globalization, socioeconomic disparities, and shifting educational aspirations. The movement of students across schools or regions is not merely an administrative

occurrence but a multidimensional process shaped by academic, cultural, and economic determinants. Research indicates that mobility decisions are often linked to students' desire for better educational opportunities, improved learning environments, and long-term career prospects (Shkoler & Rabenu, 2023; Ke et al., 2022; Kim & Zhang, 2022). Additionally, global patterns reveal that student mobility is strongly associated with both individual motivation and structural conditions such as institutional quality and national education policies (Hernández-Torrano et al., 2024; Amutuhare, 2024; Yu et al., 2022). These factors collectively highlight that student mobility is driven by a combination of personal aspirations and systemic influences.

Academic determinants play a crucial role in shaping student mobility, particularly in terms of academic performance, learning engagement, and future orientation. Studies have shown that students with higher academic ability and stronger motivation are more likely to pursue mobility opportunities, as they seek environments that better support their academic goals (Liu et al., 2023; Granja & Visentin, 2024; Wu et al., 2024). Moreover, educational aspirations and future orientation significantly influence students' decisions to transfer or study elsewhere, as learners aim to align their educational pathways with long-term success (Song et al., 2023; Van den Broeck et al., 2022). Engagement also plays a mediating role, as students who are more academically engaged tend to adapt better to new learning environments and maintain higher performance levels (Peng, 2024; Tan, 2024). These findings emphasize that academic readiness and goal orientation are key determinants of mobility behavior.

Cultural and social factors further shape students' mobility decisions, particularly through family influence, peer relationships, and societal expectations. Family background, including parental aspirations and socioeconomic status, has been identified as a strong predictor of students' educational choices and mobility patterns (Leo, 2021; Chen et al., 2023; Tan, 2024). Cultural norms and expectations also influence students' willingness to pursue education in different locations, especially in contexts where education is viewed as a pathway to upward mobility (Na et al., 2025; Martinák & Varsik, 2025). Additionally, peer influence and social networks contribute to students' adaptation and integration in new environments, affecting both their academic engagement and emotional well-being (Zou et al., 2024; Maurud et al., 2022). These cultural dimensions underscore the importance of social support systems in facilitating successful student mobility.

Economic determinants are equally critical in understanding student mobility, as financial capacity often dictates access to educational opportunities. Students from higher socioeconomic backgrounds are more likely to engage in mobility due to their access to financial resources and educational capital (Liu et al., 2023; Tan, 2024). Conversely, financial constraints can limit mobility and create disparities in educational access, particularly among disadvantaged groups (Destin et al., 2022; Larbi et al., 2022). Economic instability, parental employment changes, and regional disparities also contribute to internal mobility, especially in developing contexts where families relocate for better livelihood opportunities. These economic factors highlight the unequal distribution of opportunities and the role of financial resources in shaping mobility decisions.

Psychological and motivational factors further influence student mobility, particularly in terms of self-efficacy, resilience, and well-being. Students with higher self-efficacy are more likely to adapt to new academic environments and overcome challenges associated with mobility (Collier & Blanchard, 2024; Zou et al., 2024). Motivation, both intrinsic and extrinsic, also plays a significant role in determining students' willingness to pursue educational opportunities in different locations (Tian & Zhang, 2025; Espinoza et al., 2025). However, mobility can also present psychological challenges, including stress,

anxiety, and adjustment difficulties, which may affect academic performance and overall well-being (Anderson et al., 2024; Zhang et al., 2024). These findings suggest that psychological preparedness is essential for successful academic mobility.

Finally, institutional and policy-related factors significantly shape the patterns and outcomes of student mobility. Educational systems, institutional support mechanisms, and policy frameworks influence students' access to mobility opportunities and their ability to adapt to new environments. Schools that provide structured support, inclusive learning environments, and effective transition programs can enhance students' academic engagement and sense of belonging. Furthermore, internationalization policies and institutional strategies play a crucial role in attracting and retaining students, as well as in shaping their academic experiences (Nguyen & Nguyen, 2024; Brunner, 2024). Overall, student mobility is a complex phenomenon influenced by interconnected academic, cultural, economic, psychological, and institutional factors, highlighting the need for comprehensive support systems to ensure positive educational outcomes.

Theoretical Background

The theoretical foundation of student mobility in academic pursuit is anchored in the integration of psychological, sociological, and educational frameworks that explain learners' behavior, decision-making, and adaptation processes. One of the most influential theories is the Self-Efficacy Theory of Bandura, which posits that individuals' beliefs in their capabilities significantly influence their motivation, persistence, and ability to cope with challenges (Bandura, 1977; Bandura, 1997). In the context of student mobility, self-efficacy determines how learners adjust to new environments, manage academic demands, and navigate social transitions (Pajares, 2006; Zimmerman, 2000). Empirical studies further affirm that students with higher self-efficacy demonstrate stronger resilience and adaptability when exposed to unfamiliar educational settings (Collier & Blanchard, 2024; Zou et al., 2024). Thus, self-efficacy serves as a critical psychological mechanism explaining why some students successfully adapt to mobility while others struggle.

Complementing self-efficacy is the theory of student engagement, which provides a multidimensional perspective on how learners interact with their educational environment. Engagement, as conceptualized by Fredricks et al. (2004), encompasses behavioral, emotional, and cognitive dimensions that collectively determine students' participation and investment in learning. This framework is further supported by studies highlighting that engagement is shaped by both internal motivation and external learning conditions (Skinner et al., 2008; Peng, 2024). In mobile student populations, engagement becomes particularly significant as learners must re-establish connections with academic tasks and social networks in new contexts (Benner, 2011; Granja & Visentin, 2024). Moreover, engagement has been identified as a mediator between mobility and academic performance, emphasizing its central role in educational outcomes (Tan, 2024; Espinoza et al., 2025).

Another relevant theoretical lens is the concept of school belongingness, which emphasizes the importance of social integration and emotional connection within the school environment. According to Goodenow (1993) and Osterman (2000), a strong sense of belonging enhances students' motivation, engagement, and academic achievement. For mobile students, disruptions in peer relationships and institutional familiarity may weaken their sense of belonging, thereby affecting their adjustment and performance (Leo, 2021; Chen et al., 2023). Studies also reveal that students who perceive supportive social environments are more likely to develop positive academic attitudes and maintain continuity in their learning despite transitions

(Zou et al., 2024; Maurud et al., 2022). This highlights the significance of belongingness as a key determinant of successful academic mobility.

From a sociological perspective, Bourdieu's theory of capital provides a comprehensive explanation of how social, cultural, and economic resources influence student mobility decisions. Educational capital, including knowledge, skills, and academic credentials, plays a vital role in enabling students to pursue opportunities beyond their local contexts (Eusafzai, 2024; Liu et al., 2023). Additionally, cultural capital, such as language proficiency and familiarity with academic norms, facilitates students' integration into new educational systems (Martinák & Varsik, 2025; Na et al., 2025). Economic capital further determines access to mobility opportunities, as students from higher socioeconomic backgrounds are more likely to afford relocation and associated costs (Tan, 2024; Destin et al., 2022). These interconnected forms of capital illustrate how inequality shapes mobility patterns and educational trajectories.

The push-pull theory of migration also serves as a critical framework in understanding student mobility. This theory explains that students' decisions to move are influenced by push factors, such as limited opportunities and unfavorable conditions in their current environment, and pull factors, including better educational quality and career prospects elsewhere (Shkoler & Rabenu, 2023; Zaman et al., 2024). Empirical studies indicate that push factors often include economic instability, inadequate school resources, and social constraints, while pull factors involve institutional reputation, academic programs, and global exposure (Hovdhaugen & Wiers-Jenssen, 2021; Ke et al., 2022). Additionally, regional and global dynamics, such as geopolitical influences and internationalization policies, further shape mobility trends (Mok et al., 2024; Wang, 2024; Hernández-Torrano et al., 2024). This theory underscores the complex interplay of external conditions driving student mobility.

Furthermore, ecological systems theory provides a holistic framework for understanding student mobility by considering the multiple environmental layers influencing learners. According to this perspective, students' decisions and experiences are shaped by interactions within their immediate environment (family, school), as well as broader societal structures (policies, economy, culture) (Yu et al., 2022; Skariah & Sivarenjini, 2024). Family influence, for instance, plays a significant role in shaping educational aspirations and mobility decisions (Chen et al., 2023; Leo, 2021). Institutional factors, such as school support systems and learning environments, also affect students' adaptation and engagement (Nguyen & Nguyen, 2024; Brunner, 2024). This ecological approach highlights that student mobility cannot be understood in isolation but must be examined within a broader contextual framework.

Contemporary theories on motivation and well-being provide additional insights into the determinants of student mobility. Achievement motivation theory suggests that students' drive to succeed influences their educational choices and persistence in new environments (Lou & Li, 2023; Tian & Zhang, 2025). Similarly, research on mental health and well-being emphasizes that psychological factors, such as stress, anxiety, and emotional stability, significantly impact students' academic performance and adjustment (Anderson et al., 2024; Zhang et al., 2024). The interplay between motivation, well-being, and academic engagement further reinforces the importance of holistic support systems for mobile students (Osiesi et al., 2026; Patsali et al., 2024). Overall, these theoretical perspectives collectively provide a comprehensive understanding of the multifaceted determinants of student mobility in academic pursuit.

THE PROBLEM

Statement of the Problem

This research will examine the mobility determinants of transferee students in the DepEd, Division of Bo-

hol students in the Division of Bohol during school year 2025-2026 as basis for the Intervention of a Transferee Student Support Program.

Specifically, these will answer the following:

1. What is the profile of the transferee student-respondents in terms of:

1.1 age and gender;

1.2 sex;

1.3 grade level;

1.4 type of previous school;

1.5 reason for transfer;

1.6 length of stay in the current school?

2. What is the perception of transferee students in the mobility determinants in terms of:

2.1 self-confidence as to;

2.1.1 academic confidence;

2.1.2 social confidence; and

2.1.3 emotional confidence?

2.2 academic engagement as to;

2.2.1 behavioral engagement;

2.2.2 emotional engagement; and

2.2.3 cognitive engagement?

2.3 school belongingness as to;

2.3.1 peer acceptance

2.3.2 teacher support; and

2.3.3 school inclusion?

3. Identify the significant relationship in students profile to the mobility determinants in terms of;

3.1 academic engagement; and

3.2 school belongingness?

4. Challenges of the mobility students determinants practice

5. What mobility Intervention support program may be proposed?

Null Hypothesis

Ho₁. Analysis for significance indicated no statistically significant relationship between self-confidence and academic engagement among transferee students in the Division of Bohol since their probability values (p-value) are greater than the level of significance at 0.05.

Ho₂. Analysis for significance indicated no statistically significant relationship between self-confidence and school belongingness among transferee students in the Division of Bohol since their probability values (p-value) are greater than the level of significance at 0.05.

Ho₃. Self-confidence does not significantly predict academic engagement among transferee students in the Division of Bohol at 0.05 level of significance.

Ho₄. Self-confidence does not significantly predict school belongingness among transferee students in the Division of Bohol at 0.05 level of significance.

Significance of the Study

The adjustment of transferee students is significant to the Department of Education in general and to several stakeholders in the Division of Bohol. This study provides insights to the following:

Department of Education. The findings of this study will provide empirical evidence regarding the psychological determinants of academic engagement and school belongingness among transferee students. The results may serve as a basis for formulating division-level policies and structured transition programs aligned with inclusive and learner-centered education principles.

School Administrators. The results of this study may provide school heads with data-driven insights for designing institutional support mechanisms such as peer mentoring systems, orientation enhancement programs and confidence-building initiatives to improve the adjustment of transferee students.

Teachers. The findings may enable teachers to better understand the role of self-confidence in students' classroom participation and emotional integration. This may encourage teachers to adopt supportive instructional strategies that enhance academic engagement and promote inclusion.

Guidance Counselors. The study may serve as a basis for developing psychosocial interventions aimed at strengthening self-confidence among transferee learners. Guidance offices may use the findings to implement structured transition monitoring programs.

Transferee Students. The proposed Transferee Student Confidence Development Plan, transferee students may benefit from structured support systems that enhance their academic involvement and sense of belonging in their new school environment.

Future researchers. Future researchers may use this study as a reference in examining psychological determinants of student adjustment. The findings may contribute to the growing body of literature on student mobility, engagement, and belongingness in Philippine educational settings.

Scope and Limitations

This study is limited to transferee students enrolled in selected public elementary and secondary schools in the Division of Bohol during the School Year 2025–2026. The study focuses only on the variables of self-confidence, academic engagement, and school belongingness. The data will be gathered through self-report questionnaires, and responses will be subject to the honesty and perception of the respondents. Other factors that may influence engagement and belongingness, such as socioeconomic status, parental involvement, and prior academic performance, are not included in this study.

RESEARCH METHODOLOGY

This segment discusses the methods used and the theories or principles behind them to obtain the desired agenda in this study.

Design

This research will employ a quantitative descriptive-correlational design to determine whether self-confidence significantly predicts academic engagement and school belongingness among transferee students. A structured survey questionnaire will be used in gathering the data. Descriptive statistics will be utilized to determine the levels of the identified variables, while inferential statistical tools such as correlation analysis will be employed to test the predictive relationships among the variables. The results will serve as the basis for the development of a Transferee Student Confidence Enhancement Plan.

Flow of the Study

The flow of this study is anchored on the Input–Process–Output (IPO) Model. The IPO model provides a systematic framework for examining how inputs are transformed through structured processes to generate meaningful outputs. This model allows the researcher to clearly identify the data collected, the procedures and statistical treatments applied, and the intended outcome of the study.

The schema of the research flow presented in Figure 2, the inputs consist of the data gathered through

structured survey questionnaires administered to transferee students in selected public schools in the Division of Bohol. The survey instrument is designed to collect information on the respondents' profile, including age, sex, grade level, type of previous school, reason for transfer, and length of stay in the current school. The instrument measures the core variables of the study: self-confidence, academic engagement and school belongingness.

The process involves the quantitative analysis of the collected data. This study employs a descriptive-correlational research design using a quantitative approach. After securing the necessary approvals from the Division Office and school administrators, the survey questionnaires are distributed to qualified transferee students. Upon retrieval, the responses are checked, encoded, tallied, tabulated, and organized for statistical treatment.

Descriptive statistical tools such as frequency, percentage, mean, and standard deviation are utilized to determine the levels of self-confidence, academic engagement, and school belongingness. Inferential statistical tools, Pearson Product-Moment Correlation, are employed to determine whether self-confidence significantly predicts academic engagement and school belongingness. The level of significance is set at 0.05.

The output of this study is the development of a Transferee Student Confidence Enhancement Plan grounded on empirical findings. The results will serve as the basis for designing structured transition support mechanisms aimed at strengthening self-confidence, improving academic engagement, and enhancing school belongingness among transferee students in the Division of Bohol. The proposed intervention plan may include peer mentoring programs, confidence-building workshops, teacher support strategies, and guidance-based psychosocial activities.

This study aims to contribute to data-driven educational management decisions that promote successful adjustment experiences for transferee learners.

Environment

This study is conducted in the Province of Bohol, located in the Central Visayas Region (Region VII) of the Philippines. Bohol is composed of 47 municipalities and one component city (Tagbilaran City), making it one of the geographically expansive provinces in the Visayas. According to the Philippine Statistics Authority (PSA, 2020), the province has a steadily growing population distributed across coastal, upland, and island barangays. The province is widely recognized for its rich cultural heritage, tourism industry, agricultural economy, and resilience in the face of environmental challenges such as earthquakes and typhoons.

Bohol's geographic characteristics—being composed of dispersed municipalities separated by varying terrain and coastal areas—create mobility patterns among families and learners. Economic migration, employment shifts, post-disaster relocation, and educational preferences contribute to student movement within and across municipalities. These demographic realities make student transfer a recurring phenomenon rather than an isolated administrative event.

Educationally, Bohol maintains a strong commitment to improving access and quality in basic education. Public schools serve learners from diverse socioeconomic backgrounds, including rural and geographically isolated areas. The varied resource capacities among schools reflect differences in infrastructure, instructional support, and community involvement. These contextual characteristics make Bohol a meaningful setting for examining how psychological variables influence student adjustment outcomes, particularly among transferee students who navigate transitions across heterogeneous school environments cried bitterly. The Chocolate Hills are proof of his grief, for his tears turned into hills.

Some geologists say Bohol lay underwater in prehistoric times. Volcanic eruptions caused unevenness in the bottom of the sea which was gradually smoothed and rounded by the movement of the water. Most geologists, however, say the explanation as nonsense. Even though the geological origin of the hills has not yet been explained beyond doubt, the consensus is that they were weathered formations of a kind of marine limestone lying on the top of impermeable clay soil. Comparisons have been made with the Hundred Islands of North Luzon.

The Schools Division of Bohol operates under the governance of the Department of Education (DepEd) Region VII – Central Visayas. The Division supervises public elementary and secondary schools across the province’s municipalities, ensuring the implementation of national educational policies while addressing localized needs.

Historically, the Schools Division of Bohol has demonstrated consistent engagement in educational innovation, quality assurance, and learner-centered initiatives. The Division has actively participated in national programs aligned with the K to 12 reform, inclusive education mandates, disaster-resilient schooling initiatives, and digital transformation efforts in education. Its participation in curriculum enhancement programs, teacher professional development initiatives, and learner support systems reflects a commitment to both academic excellence and holistic learner development.

The Division has also been recognized in various regional and national platforms for achievements in academic competitions, school-based management implementation, disaster preparedness programs, and community engagement initiatives. Schools within the Division have consistently participated in science fairs, mathematics competitions, cultural festivals, and leadership programs, reflecting a culture of academic engagement and institutional dynamism.

Furthermore, the Division’s emphasis on inclusive and safe learning environments aligns with DepEd policies such as Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and DepEd Order No. 40, s. 2012 (Child Protection Policy). These frameworks emphasize learner welfare, equitable access, and supportive educational climates—elements closely related to engagement and belongingness constructs examined in this study.



Figure 3. Location Map of the Study

Respondents

Table 1 shows the distribution of transferee student respondents from selected districts in the Division of Bohol. A total of 100 transferee students participated in the study, drawn from three districts, namely San Miguel District, Trinidad II District, and Carlos P. Garcia District. This distribution reflects the representation of respondents across different elementary schools within the division.

The largest number of respondents came from Trinidad II District, with 38 transferee students comprising 38.00% of the total sample. This suggests Trinidad II District had the highest incidence of transferee students among the selected schools. Carlos P. Garcia District, followed with 32 respondents or 32.00%, indicating a substantial contribution to the study population.

On the other hand, San Miguel District, had the least number of transferee students, with 30 respondents or 30.00%. Despite having the smallest share, the inclusion of respondents from this district remains important as it provides additional perspectives and experiences of transferee students. Overall, the distribution of respondents across the three districts ensures adequate representation, thereby enhancing the reliability and relevance of the study's findings within the Division of Bohol.

Table 1
Distribution of Respondents

Division of Bohol District	No. of Transferee Students	Percentage
San Miguel District	30	30.00%
Trinidad II District	38	38.00%
Carlos P. Garcia District	32	32.00.0%
Total	100	100%

Instrument

The questionnaire in this research was divided into four parts. The researcher utilized a structured survey questionnaire as the primary data-gathering instrument.

Part I consists of the respondents' related information covering their demographic profiles such as age, sex, grade level, type of previous school, reason for transfer, and length of stay in the current school. This section was designed to describe the background characteristics of transferee students in the selected districts of the Division of Bohol.

Part II measures the level of self-confidence of transferee students. This section is divided into three subscales: academic confidence, social confidence, and emotional confidence. The items were developed based on the theoretical foundations of Self-Efficacy Theory by Bandura (1977), which emphasizes individuals' belief in their capacity to perform tasks and manage challenges.

Part III assesses the level of academic engagement in terms of behavioral engagement, emotional engagement, and cognitive engagement. The items were adapted from the multidimensional framework of student engagement proposed by Fredricks, Blumenfeld, and Paris (2004), which conceptualizes engagement as students' active involvement in learning activities.

Part IV measures school belongingness in terms of peer acceptance, teacher support, and school inclusion. The items were adapted from established school belongingness constructs such as the Psychological Sense of School Membership framework (Goodenow, 1993), which examines students' perceptions of being valued, respected, and included within the school environment.

Data Gathering Procedure

This research will be initiated following the approval of the dissertation title by the Dean of the Graduate School. After the validation of the questionnaire by experts, the researcher will secure formal permission from the Schools Division Office of Bohol to conduct the study in the selected districts.

Upon approval, coordination with district supervisors and school heads will be conducted to schedule the administration of the survey instrument. The researcher will personally visit the selected schools and facilitate an orientation session with the transferee student-respondents. During the orientation, the researcher will explain the nature and purpose of the study, provide clear instructions for answering the questionnaire, and assure the respondents of the confidentiality of their responses in adherence to the Data Privacy Act of 2012.

Parental consent and student assent will be secured prior to participation. The respondents will be given sufficient time to accomplish the questionnaire. After completion, the questionnaires will be retrieved, checked for completeness, and organized for encoding.

A letter of appreciation will be sent to the school administrators and district offices for their cooperation and support. The data gathered will be collated, tabulated, analyzed, and interpreted using appropriate

statistical tools. The findings will serve as the basis for the development of a Transferee Student Confidence Development Plan.

All data gathered will be treated with strict confidentiality and will be used solely for academic research purposes.

Statistical Treatment of Data

This research will utilize descriptive and inferential statistical tools to analyze the data to be gathered. The results will be presented in tabular form with the aid of the Likert scale.

Simple Percentage will be used to analyze the demographic profile of the respondents. Percentage is a statistical method used in making comparisons between two or more sets of data and in describing proportions within a group.

Frequency Distribution will be employed to show the number of occurrences of each response selected by the respondents. This method helps summarize categorical data and identify response patterns.

Weighted Mean will be used to determine the level of self-confidence, academic engagement, and school belongingness. The weighted mean is an average where weights are assigned to individual values to determine the relative importance of each observation. It will be computed by multiplying each response by its assigned weight and dividing the sum by the total number of responses.

Standard Deviation will be utilized to measure the degree of variation or dispersion of responses from the mean. A low standard deviation indicates that the data points tend to be close to the mean, while a high standard deviation indicates greater variability among responses. All statistical computations will be processed using appropriate statistical software such as SPSS.

Scoring Procedure

The responses to Part II, III, and IV of the questionnaire will be scored using a five-point Likert scale to measure the level of self-confidence, academic engagement, and school belongingness among transferee students.

Scale	Range	Verbal Description
5	4.20 – 5.00	Very High (VH)
4	3.40 – 4.19	High (H)
3	2.60 – 3.39	Moderate (M)
2	1.80 – 2.59	Low (L)
1	1.00 – 1.79	Very Low (VL)

For the interpretation of the Mean scores, the following range will be used to interpret the computed mean scores:

Scale	Mean Range	Descriptive Equivalent	Verbal Description
5	4.20 – 5.00	Very High (VH)	The characteristic is consistently manifested
4	3.40 – 4.19	High (H)	The characteristic is frequently manifested
3	2.60 – 3.39	Moderate (M)	The characteristic is occasionally manifested
2	1.80 – 2.59	Low (L)	The characteristic is seldom manifested

1	1.00 – 1.79	Very Low (VL)	The characteristic is not manifested

DEFINITION OF TERMS

To aid the readers to demonstrate a clear understanding of this study, the following terms, words, and phrases are operationally defined:

Academic Confidence – refers to transferee students’ belief in their ability to understand lessons, complete academic tasks, and meet the academic expectations of their new school.

Academic Engagement – refers to the level of students’ active involvement in learning activities, measured through behavioral, emotional, and cognitive dimensions.

Behavioral Engagement – refers to students’ observable participation in classroom activities, including attention, effort, and completion of academic tasks.

Cognitive Engagement – refers to students’ psychological investment in learning, including persistence, critical thinking, and the use of learning strategies.

Emotional Confidence – refers to students’ perceived ability to regulate emotions, manage stress, and adapt to challenges in a new school environment.

Emotional Engagement – refers to students’ affective reactions toward school, teachers, and learning activities, such as interest, enjoyment, or motivation.

Multiple Regression Analysis – refers to the statistical method used to determine whether self-confidence significantly predicts academic engagement and school belongingness.

Peer Acceptance – refers to students’ perception of being accepted, respected, and included by their classmates

Teacher Support - refers to the assistance, encouragement, and guidance provided by teachers to help students succeed academically and emotionally in the school environment.

School Belongingness – refers to the extent to which transferee students feel valued, supported, and included within the school community.

School Inclusion – refers to students’ perception that they are recognized as part of the school community and are given equal opportunities to participate in school activities.

Self-Confidence – refers to transferee students’ overall belief in their ability to successfully manage academic, social, and emotional demands in their new school.

Social Confidence – refers to students’ belief in their ability to interact effectively with peers, participate in group activities, and express themselves in social settings.

Standard Deviation – refers to the statistical measure used to determine the variability or dispersion of responses from the computed mean.

Transferee Students – refers to learners who have transferred from one school to another within the current or previous academic year and are currently enrolled in selected schools in the Division of Bohol.

Transferee Student Confidence Development Plan – refers to the proposed intervention framework derived from the study’s findings aimed at enhancing self-confidence, academic engagement, and school belongingness among transferee students.

Weighted Mean – refers to the statistical average used to determine the level of self-confidence, academic engagement, and school belongingness based on Likert-scale responses.

Division of Bohol – refers to the Schools Division under the Department of Education Region VII that oversees public elementary and secondary schools within the Province of Bohol, which serves as the locale

of this study.

Predictor Variable – refers to self-confidence, which is examined in this study to determine its influence on academic engagement and school belongingness.

Dependent Variables – refer to academic engagement and school belongingness, which are measured to determine whether they are influenced by self-confidence.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a comprehensive review of related literature and empirical studies that provide the theoretical and conceptual foundations of the present investigation. The discussion focuses on student mobility, self-confidence grounded in self-efficacy theory, academic engagement, and school belongingness. The review aims to establish the interrelationships among these constructs and to identify gaps in existing research that justify examining self-confidence as a predictor of academic engagement and school belongingness among transferee students in the Division of Bohol.

Related Literature

Student mobility, defined as the movement of learners across schools outside of standard grade progression, has become a widespread phenomenon in modern education systems. It reflects broader societal changes such as migration, economic instability, and globalization. Scholars argue that student mobility is not merely a logistical issue but a structural educational concern that significantly affects academic continuity and student development. Frequent transfers can disrupt instructional sequences, create gaps in knowledge acquisition, and hinder long-term academic achievement, making mobility an important area of study in educational research (Rumberger, 2015).

Transitions associated with student mobility are considered critical developmental periods that require adjustment across academic, social, and emotional domains. During these transitions, students must adapt to new school environments, unfamiliar expectations, and different peer groups. Research shows that such adjustments often result in temporary declines in academic performance and engagement, particularly when students transfer outside of normative transition points such as entry to secondary school (Benner, 2011). This highlights the vulnerability of transferee students and the importance of support systems.

In the Philippine context, student mobility is influenced by various socio-economic and environmental factors, including internal migration, employment changes, and natural disasters. These factors are particularly relevant in geographically dispersed provinces where access to education may vary. While educational policies such as the Enhanced Basic Education Act of 2013 promote inclusive and equitable education, there remains a gap in addressing the psychosocial needs of mobile learners. Administrative procedures often prioritize enrollment and documentation, while adjustment and integration processes receive less attention.

Theoretical perspectives on student mobility emphasize the role of psychological factors in shaping adjustment outcomes. One of the most influential frameworks is Bandura's Self-Efficacy Theory, which posits that individuals' beliefs in their capabilities influence their motivation, behavior, and resilience. Students with high self-efficacy are more likely to adapt effectively to new environments, persist in challenging situations, and achieve academic success (Bandura, 1977). This theory provides a foundation for understanding how internal beliefs influence external academic behaviors.

Self-efficacy is particularly important during transitions, as students must navigate unfamiliar academic and social contexts. Those with strong confidence in their abilities tend to approach new challenges with

a proactive mindset, while those with lower self-efficacy may experience anxiety and disengagement. Research indicates that self-efficacy is closely linked to academic motivation, persistence, and achievement, making it a critical determinant of student success (Pajares, 2006). This suggests that enhancing students' confidence can improve their adjustment outcomes.

Closely related to self-efficacy is the concept of academic engagement, which refers to the degree to which students are actively involved in learning activities. Engagement is widely recognized as a multidimensional construct that includes behavioral, emotional, and cognitive components. Behavioral engagement involves participation in academic tasks, emotional engagement reflects interest and attitudes toward learning, and cognitive engagement involves deep processing and critical thinking (Fredricks et al., 2004). These dimensions collectively influence academic success.

Engagement is not static but influenced by both internal and external factors. Students who perceive themselves as competent and supported are more likely to demonstrate high levels of engagement. Conversely, those who feel uncertain or unsupported may withdraw from academic activities. Research suggests that engagement is strongly associated with academic achievement and retention, making it a key outcome variable in studies of student mobility (Skinner et al., 2008).

For transferee students, maintaining engagement can be particularly challenging due to disruptions in routine and social connections. Upon entering a new school, students may experience uncertainty and reduced participation as they adjust to unfamiliar expectations. However, those with higher levels of self-confidence are more likely to sustain engagement despite these challenges. This highlights the interaction between psychological factors and behavioral outcomes in the context of mobility.

Another important construct in understanding student mobility is school belongingness, which refers to students' sense of being accepted and valued within the school community. Belongingness is considered a fundamental psychological need that influences motivation, engagement, and academic success. Students who feel connected to their school are more likely to participate actively and perform well academically (Goodenow, 1993).

The importance of belongingness is further emphasized by research indicating that it enhances students' emotional well-being and reduces the likelihood of disengagement. A strong sense of belonging fosters positive relationships with peers and teachers, which in turn supports academic success. Conversely, students who feel excluded may experience lower motivation and higher dropout rates (Osterman, 2000). This underscores the importance of social integration for transferee students.

For mobile learners, belongingness may initially be compromised due to disrupted social networks and unfamiliar environments. Establishing new relationships and gaining acceptance in a new school can be challenging, particularly for students with low social confidence. However, those who are able to build connections quickly are more likely to experience positive adjustment outcomes. This highlights the role of social skills and emotional resilience in mobility.

Socioeconomic factors also play a significant role in student mobility and its outcomes. Students from disadvantaged backgrounds may experience more frequent transfers due to economic instability and housing changes. These conditions can create additional challenges, including limited access to resources and support systems. Research shows that socioeconomic status is a strong predictor of educational outcomes, influencing both opportunities and performance (Tan, 2024).

In addition to economic factors, family influence is a key determinant of students' educational experiences. Parents' expectations, support, and involvement significantly affect students' motivation and academic choices. Families often play a central role in decisions related to school transfer and educational

pathways, shaping students' aspirations and opportunities (Chen et al., 2023). This highlights the importance of considering family context in mobility studies.

Cultural factors further influence student mobility, particularly in terms of values, beliefs, and social expectations. In many cultures, education is viewed as a pathway to upward mobility, motivating students to seek better opportunities. Cultural norms may also shape students' attitudes toward learning and adaptation, influencing their ability to adjust to new environments. These factors contribute to the complexity of mobility decisions.

Research on international student mobility provides additional insights into the determinants of student movement. Studies indicate that students are influenced by both push factors, such as limited opportunities in their home environment, and pull factors, including better educational quality and career prospects elsewhere. These factors interact to shape students' decisions and experiences (Hovdhaugen & Wiers-Jenssen, 2021).

Economic considerations are particularly significant in mobility decisions, as financial resources determine access to educational opportunities. Students from higher-income families are more likely to pursue mobility due to their ability to afford associated costs. Conversely, financial constraints can limit opportunities and create disparities in access to education. This highlights the role of economic inequality in shaping mobility patterns.

Psychological well-being is another critical factor influencing student mobility and adjustment. Transitions can be stressful, leading to anxiety, uncertainty, and emotional challenges. Research shows that mental health is closely linked to academic performance, with students experiencing higher levels of stress often demonstrating lower achievement (Zhang et al., 2024). This underscores the need for emotional support systems.

Related Studies

Global and Multidimensional Determinants of International Student Mobility and Academic Pursuit

International student mobility has evolved into a complex global phenomenon shaped by intersecting academic, economic, sociopolitical, and psychological forces. In recent decades, the increasing interconnectedness of higher education systems has facilitated the movement of students across borders, driven by aspirations for better educational quality, career advancement, and global exposure. However, this mobility is not merely an individual choice but a reflection of broader structural conditions, including geopolitical relations, labor market demands, and institutional policies. Research indicates that international student mobility contributes not only to individual development but also to national economies and global knowledge exchange systems, emphasizing its significance in contemporary education (Hernández-Torrano et al., 2024).

One of the most critical dimensions influencing student mobility is the geopolitical landscape, which significantly affects students' decision-making processes and perceived opportunities. Political tensions between countries, particularly major global powers, can alter visa policies, safety perceptions, and international relations, thereby influencing students' willingness to study abroad. For instance, geopolitical conflicts between nations may create uncertainty and reduce the attractiveness of certain destinations, even if they offer high-quality education. Students must navigate these complexities when making decisions, often weighing academic benefits against political risks and social acceptance in host countries (Wang, 2024).

In addition to geopolitical factors, the economic implications of international student mobility play a crucial role in shaping both individual decisions and societal outcomes. Mobility is often associated with improved career prospects, particularly in an increasingly globalized labor market where international experience is highly valued. Graduates who have studied abroad tend to possess enhanced intercultural competencies, language skills, and professional networks, which contribute to their employability. Consequently, international mobility is not only an educational endeavor but also a strategic investment in future career development and economic mobility (Knutsen et al., 2025).

Motivational factors are also central to understanding why students pursue education abroad. Students' intrinsic and extrinsic motivations, including personal aspirations, academic goals, and societal expectations, significantly influence their decisions. In many contexts, students are driven by the desire to gain access to better educational resources, advanced curricula, and internationally recognized qualifications. Additionally, the pursuit of personal growth, independence, and exposure to diverse cultures further motivates students to engage in mobility. These motivations highlight the role of individual agency within the broader structural framework of international education (Baral et al., 2024). Psychological theories further explain how motivation influences student behavior in the context of mobility. Intrinsic motivation, in particular, has been identified as a key factor that mediates the relationship between external support systems and academic outcomes. Students who are intrinsically motivated are more likely to engage deeply in learning, persist through challenges, and achieve higher levels of performance. Moreover, external factors such as family support, institutional resources, and peer influence can enhance or hinder motivation, demonstrating the dynamic interaction between personal and environmental variables (Tian & Zhang, 2025).

The global research landscape on student mobility also reveals emerging trends and patterns that shape contemporary educational practices. Studies indicate that student mobility is increasingly influenced by global competition among universities, with institutions striving to attract international students through improved facilities, academic programs, and support services. This competition has led to the diversification of study destinations, with emerging countries becoming attractive alternatives to traditional Western education hubs. Such trends reflect shifts in global education dynamics and the redistribution of academic opportunities across regions (Hernández-Torrano et al., 2024).

Cultural and societal pressures further contribute to students' decisions to pursue education abroad, particularly in highly competitive educational environments. In some contexts, the concept of "involution" describes the intense competition and pressure experienced by students, leading them to seek opportunities outside their home countries. This phenomenon underscores the role of societal expectations in shaping educational pathways, as students strive to enhance their competitiveness and secure better future prospects. Consequently, mobility becomes a strategic response to structural constraints within domestic education systems (Chen et al., 2024).

The push-pull framework remains one of the most widely used models for analyzing student mobility decisions. Push factors, such as limited educational opportunities, economic challenges, and social constraints in the home country, drive students to seek alternatives abroad. Conversely, pull factors, including high-quality education, better living conditions, and career opportunities in host countries, attract students to specific destinations. This dual framework provides a comprehensive understanding of the motivations behind student mobility, highlighting the interplay between internal dissatisfaction and external attraction (Zaman et al., 2024).

Academic success and well-being are also influenced by the conditions students encounter in their host environments. The transition to a new educational system often presents challenges related to cultural adaptation, language barriers, and academic expectations. However, supportive institutional environments can mitigate these challenges by providing resources such as orientation programs, counseling services, and academic support. These factors contribute to students' overall well-being and success, emphasizing the importance of institutional responsibility in facilitating positive mobility experiences (Thao & Thuy, 2024).

Local context also plays a significant role in shaping mobility patterns, particularly in terms of regional characteristics and accessibility. Factors such as geographic location, infrastructure, and socioeconomic conditions influence students' ability to pursue education in different areas. Research shows that students from regions with limited access to quality education are more likely to relocate in search of better opportunities, highlighting the role of spatial inequality in educational mobility (Santelli et al., 2022).

Finally, the impact of global political and economic dynamics on student mobility cannot be overlooked. The interplay between globalization and geopolitics continues to shape educational opportunities, influencing both the flow of students and the policies governing international education. While globalization promotes openness and exchange, geopolitical tensions may create barriers that limit mobility and affect students' choices. Understanding these dynamics is essential for developing policies and strategies that support equitable access to education and ensure the sustainability of international student mobility (Mok et al., 2024).

Global and Contextual Influences on Student Mobility, Academic Engagement, and Educational Outcomes

The contemporary landscape of student mobility is increasingly shaped by the expansion of higher education systems across emerging economies. Countries such as Vietnam have positioned themselves as attractive destinations for international students by enhancing academic quality, institutional support, and cultural integration programs. These developments reflect a shift in global education dynamics, where non-traditional host countries actively compete to attract students through improved infrastructure and inclusive policies. Such strategies not only diversify global mobility flows but also highlight the role of institutional initiatives in shaping students' choices and experiences in international education (Nguyen & Nguyen, 2024).

Urban and environmental factors also play a critical role in influencing student mobility and academic experiences. The structure of cities, accessibility of educational institutions, and transportation systems significantly affect students' daily routines and academic engagement. In the post-pandemic era, urban mobility patterns have become more complex, with students navigating hybrid learning environments and changing mobility demands. These conditions influence students' ability to attend classes, participate in academic activities, and maintain consistent engagement, thereby affecting their overall academic performance and well-being (Balletto et al., 2022).

At the individual level, educational aspirations are shaped by a combination of personal, familial, and social influences. Research indicates that adolescents' aspirations are not formed in isolation but are deeply embedded in their social environments, including family expectations, peer relationships, and academic performance. These factors collectively influence students' motivation to pursue higher education and their decisions to engage in mobility. In particular, parental support and peer encouragement have been shown to significantly enhance students' confidence and commitment to educational goals (Chen et al., 2023).

Socioeconomic conditions further influence students' academic engagement and mobility decisions, particularly in contexts characterized by poverty and inequality. Students from economically disadvantaged backgrounds often face barriers to accessing quality education and mobility opportunities, which can limit their academic engagement and performance. Research demonstrates that perceived poverty is associated with variations in students' educational experiences, with gender also playing a role in shaping engagement patterns. These findings highlight the intersection of economic and social factors in determining educational outcomes (Osiesi et al., 2026).

In addition to socioeconomic influences, issues of inequality and marginalization significantly affect students' educational pathways. Studies on immigrant and minority populations reveal that structural disadvantages, such as racial inequality and limited access to resources, can hinder students' academic progression. However, resilience and supportive social networks can mitigate these challenges, enabling students to overcome barriers and achieve educational success. This underscores the importance of considering both constraints and coping mechanisms in understanding student mobility and achievement (Kamanzi, 2023).

Psychological factors, particularly mental health, play a crucial role in shaping students' academic performance and adjustment. The transition to new educational environments can induce stress, anxiety, and emotional challenges, which may negatively impact learning outcomes. Research shows that mental health conditions such as depression and anxiety are closely linked to academic performance, highlighting the need for comprehensive support systems that address both academic and psychological needs. Ensuring students' well-being is therefore essential for promoting successful educational experiences (Zhang et al., 2024).

Academic development is also influenced by students' ability to achieve independence in their learning and research activities. In higher education, particularly at the postgraduate level, research independence is a key determinant of academic success and career progression. Students who develop autonomy in their academic work are better equipped to navigate complex learning environments and pursue advanced opportunities. This emphasizes the role of self-directed learning and institutional support in fostering academic growth among mobile students (Patsali et al., 2024).

The integration of technology and distance education has introduced new dimensions to student mobility, particularly in the context of internationalization. Distance education allows students to access global learning opportunities without physical relocation, challenging traditional notions of mobility. However, this form of "virtual mobility" also raises questions about access, equity, and the quality of educational experiences. The political and institutional contexts surrounding distance education further influence its effectiveness and adoption, highlighting the evolving nature of mobility in the digital age (Brunner, 2024). Social engagement and community interaction are also important aspects of student mobility, particularly in international contexts. Students who actively engage with local communities are more likely to develop a sense of belonging and cultural understanding, which enhances their overall educational experience. Research on ASEAN students in East Asia demonstrates that community engagement plays a significant role in shaping students' academic and social outcomes, emphasizing the importance of integration in host environments (Li et al., 2025).

Finally, the pursuit of socioeconomic mobility remains a central motivation for students engaging in educational mobility. Higher education is often perceived as a pathway to improved social status and economic opportunities, driving students to seek better educational environments. However, this pursuit is accompanied by psychological challenges, including uncertainty and pressure to succeed. Social support

systems, including family, peers, and institutions, play a critical role in helping students navigate these challenges and achieve their goals. This highlights the complex interplay between aspiration, support, and structural conditions in shaping student mobility and educational outcomes (Destin et al., 2022).

Contemporary Perspectives on Student Mobility, Educational Inequality, and Academic Well-being

The integration of digital learning into international mobility programs has transformed the traditional understanding of student mobility in higher education. Digital platforms enable students to participate in global learning experiences without necessarily relocating, thereby expanding access to international education. This shift has been particularly significant in the post-pandemic era, where institutions increasingly adopt hybrid and online learning models. Digital learning not only enhances flexibility but also supports continuity in education for mobile students, allowing them to maintain academic engagement despite geographical transitions (Leek & Rojek, 2022).

Socioeconomic status remains a critical determinant of student learning and mobility, influencing both access to opportunities and academic outcomes. Students from higher socioeconomic backgrounds typically have greater access to educational resources, financial support, and social networks that facilitate mobility. Conversely, students from lower socioeconomic backgrounds often face barriers that limit their participation in mobility programs and affect their academic performance. This disparity highlights the need for policies that promote equity and inclusivity in education systems (Tan, 2024).

Educational future orientation also plays a significant role in shaping students' academic trajectories and mobility decisions. Future orientation refers to students' ability to envision and plan for their educational and career goals. Research shows that students with a strong sense of future orientation are more likely to pursue higher education and engage in mobility opportunities. These students demonstrate higher levels of motivation, planning, and commitment, which contribute to their academic success (Song et al., 2023). Gender and institutional dynamics further influence students' educational experiences, particularly in higher education settings. Female students and researchers often encounter unique challenges related to gender roles, institutional expectations, and work-life balance. These challenges can affect their academic performance, career progression, and participation in mobility programs. Addressing these issues requires institutional reforms that promote gender equality and support diverse student populations (Liu et al., 2024).

Well-being is another essential factor that influences students' academic performance and overall educational experience. Studies indicate that students' mental and emotional well-being significantly affect their ability to engage in learning and achieve academic success. Factors such as stress, workload, and social support play a crucial role in shaping well-being, particularly among students who are adjusting to new environments. Ensuring students' well-being is therefore a critical component of successful mobility programs (Zou et al., 2024).

Demographic factors, including gender and ethnicity, also contribute to variations in students' motivation and educational expectations. Research shows that these factors influence students' career aspirations, engagement levels, and academic outcomes. For instance, gender differences may affect students' participation in certain fields of study, while ethnic background can shape educational experiences and opportunities. Understanding these differences is essential for developing inclusive educational policies (Maurud et al., 2022).

Resilience has emerged as a key concept in understanding how students navigate challenges associated with academic mobility. Resilient students are better equipped to cope with stress, adapt to new environments, and maintain their academic performance. Research highlights that resilience is influenced

by both personal attributes and external support systems, including family, peers, and institutions. Developing resilience among students can enhance their ability to succeed in diverse educational contexts (Collier & Blanchard, 2024).

Family influence continues to play a central role in shaping students' educational aspirations and mobility decisions. Families provide emotional support, financial resources, and guidance that influence students' choices and experiences. However, familial obligations and expectations can also create pressure, particularly for students from immigrant or disadvantaged backgrounds. Balancing these influences is a critical aspect of students' educational journeys (Leo, 2021).

School-level factors, such as institutional composition and student engagement, also affect educational expectations and outcomes. Research shows that the socioeconomic composition of schools influences students' aspirations, with students in higher-performing schools often demonstrating higher expectations. Additionally, engagement within the school environment plays a crucial role in shaping academic success and motivation (Van den Broeck et al., 2022).

Finally, regional and global trends in higher education continue to shape student mobility patterns. Regionalization efforts, particularly in developing regions, have created new opportunities for student exchange and collaboration. These initiatives aim to enhance educational access, promote cultural exchange, and strengthen academic networks. However, challenges such as resource disparities and policy differences remain significant barriers. Understanding these dynamics is essential for developing effective strategies that support student mobility and educational development (Amutuhaire, 2024).

Psychological, Motivational, and Structural Determinants of Student Mobility

The recent literature further strengthens the view that student mobility is influenced not only by opportunity structures but also by psychological readiness, emotional stability, and perceived future benefits. Contemporary studies show that educational movement, whether domestic or international, is shaped by a combination of internal dispositions and external conditions. In particular, anxiety, self-efficacy, institutional climate, and social mobility expectations have become central themes in explaining why students choose to move and how they adjust afterward. These factors indicate that mobility is a multidimensional educational process rather than a simple geographic transfer.

Mental health has become one of the most important variables in understanding student adjustment and educational continuity. Adolescents and young adults increasingly face anxiety, emotional pressure, and stress-related disorders that can affect academic performance and decision-making. In mobility contexts, these psychological burdens may be intensified by unfamiliar learning environments, separation from support systems, and increased performance expectations. Literature suggests that anxiety-related conditions are not isolated mental health concerns but are directly connected to educational participation, confidence, and persistence, making them highly relevant in studies of student transition and movement (Anderson et al., 2024).

Learning engagement is likewise influenced by how students perceive the match between their own aspirations and the international orientation of the institutions they join. When students perceive alignment between their personal mindset and the global environment of a school or university, they are more likely to participate actively, value learning tasks, and remain committed to academic goals. On the other hand, a mismatch between student expectations and institutional realities may reduce engagement and weaken motivation. This demonstrates that the success of student mobility depends not only on student characteristics but also on how institutions respond to their needs and orientations (Peng, 2024).

Motivational conditions in educational settings are also shaped by structural and contextual forces. Although one cited work focuses on teacher retention, its theoretical relevance lies in showing how motivation is affected by both satisfiers and dissatisfiers in institutional environments. Applied to student mobility, this suggests that learners are likely to remain engaged and committed when their academic and social environments provide recognition, support, and meaningful opportunities. In contrast, poor conditions, weak support systems, and institutional barriers can discourage persistence and intensify adjustment difficulties (Zhi et al., 2025).

The literature also emphasizes that student mobility is strongly connected to aspirations for upward mobility and improved life chances. Educational movement is often viewed as a route toward better academic outcomes, social advancement, and future employability. This is especially evident among students who perceive education as a transformative pathway for changing their socioeconomic position. Academic performance therefore becomes both a motivator and an outcome of mobility, since students often move in pursuit of institutions or programs they believe will better support their long-term advancement (Wu et al., 2024).

Self-efficacy continues to emerge as one of the strongest explanatory variables in mobility research. Students who believe in their ability to adapt, perform, and succeed are more willing to pursue study opportunities beyond their familiar environment. Self-efficacy also interacts with push-pull forces, helping explain why some students act on opportunities while others hesitate despite similar conditions. In this sense, mobility decisions are not only responses to external attractions or pressures but also reflections of how capable students feel in managing uncertainty and transition (Na et al., 2025).

Academic, cultural, and economic resources also remain central to mobility patterns. Students are more likely to pursue educational movement when they possess strong academic preparation, access to information, and sufficient financial support. Cultural exposure, family educational background, and social networks may further strengthen the tendency to consider movement as an attainable and beneficial option. Conversely, students with fewer resources may aspire to mobility but find it difficult to realize. This reinforces the view that mobility is deeply stratified, with unequal access shaped by broader forms of capital and opportunity (Martinák & Varsik, 2025).

Another important line of inquiry concerns the relationship between mobility timing and academic outcomes. Educational movement does not affect all students in the same way; rather, its effects depend partly on when the transition occurs and how long the student remains in the new learning environment. Research indicates that timing matters because students who move at certain stages of their academic journey may either benefit from new opportunities or struggle with disruption. This suggests that mobility should be analyzed not only as an event but as a process embedded in temporal and developmental contexts (Granja & Visentin, 2024).

Motivational theories also explain that decisions to study in another place are often driven by the pursuit of human, financial, and psychological capital. Students may seek higher education elsewhere to gain better credentials, improve their future income, or develop personally through exposure to new academic and social environments. These motivations are strengthened or weakened by conditions such as institutional reputation, destination appeal, cost, and perceived support. Thus, the decision to move is shaped by a complex evaluation of aspirations, barriers, and expected rewards (Shkoler & Rabenu, 2023). An ecological perspective broadens this understanding by emphasizing that student mobility is influenced by multiple interconnected systems, including family, school, society, and policy environments. Mobility is not simply an individual decision but the product of interactions among personal goals, institutional

structures, and broader cultural contexts. Studies on international postgraduate students demonstrate that educational mobility must be understood within layered environments that shape both decision-making and adaptation. This perspective is useful because it acknowledges that student outcomes are shaped by simultaneous pressures and supports across different levels of experience (Yu et al., 2022).

Finally, research on destination choice further demonstrates that mobility decisions are guided by a combination of educational quality, national image, cost, cultural familiarity, and future opportunity. Students compare potential destinations based on both rational and affective considerations, including academic prestige, social climate, language, and perceived safety. Family background and academic ability also influence who is more likely to choose and successfully pursue study abroad, indicating that mobility remains selective rather than equally accessible to all. Altogether, these studies confirm that student mobility is determined by intertwined psychological, academic, social, and economic factors that shape both the desire and the capacity to move (Ke et al., 2022; Kim & Zhang, 2022; Liu et al., 2023).

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to characterize the determinants of students' mobility in academic pursuit among elementary public schools as the basis for a proposed Mobility Intervention Support Program. Specifically, the study examined the profile of transferee student-respondents in terms of age, sex, grade level, type of previous school, reason for transfer, and length of stay in the current school. It also determined the level of mobility determinants in terms of self-confidence, academic engagement, and school belongingness, identified the significant relationship between profile variables and mobility determinants, tested the null hypotheses on the relationship of self-confidence with academic engagement and school belongingness, and identified the challenges experienced by transferee students.

The study employed a descriptive-correlational research design using a quantitative approach. Data were gathered from 100 transferee student-respondents from selected districts. Frequency count, percentage, weighted mean, and inferential statistical tools such as chi-square, t-test, and Pearson r were used in the analysis of the data.

Summary

The study assessed the determinants of student mobility among transferee pupils in elementary public schools, focusing on three major areas: self-confidence, academic engagement, and school belongingness. Self-confidence was measured in terms of academic, social, and emotional confidence. Academic engagement was assessed through behavioral, emotional, and cognitive engagement. School belongingness was evaluated in terms of peer acceptance, teacher support, and school inclusion.

The profile data revealed that most respondents were aged 10–11 years old, were predominantly female, and were mostly enrolled in Grade III. The majority came from public schools, transferred primarily due to family relocation, and had stayed in their current school for 3–6 months. These characteristics indicate that most respondents were in the middle elementary level and in the early stage of adjustment in their new school environment.

The results further showed that transferee students demonstrated high levels of self-confidence (3.96), academic engagement (4.08), and school belongingness (4.08). Among the dimensions of self-confidence, academic confidence had the highest mean, while emotional confidence had the lowest. In academic engagement, behavioral engagement obtained the highest mean, while emotional engagement had the

lowest. In school belongingness, teacher support emerged as the highest-rated dimension, while peer acceptance was the lowest-rated dimension.

The study also revealed that selected profile variables such as age, grade level, reason for transfer, and length of stay had significant relationships with academic engagement, while grade level, reason for transfer, and length of stay were significantly related to school belongingness. Moreover, self-confidence was found to have a significant positive relationship with both academic engagement ($r = 0.71$) and school belongingness ($r = 0.68$). The most common challenges experienced by transferee students included difficulty adjusting to new classmates, difficulty understanding lessons, and feeling shy or afraid to participate. These findings served as the basis for proposing a Mobility Intervention Support Program.

Findings

Based on the analysis of the data, the following findings were drawn:

1. The respondents were mostly aged 10–11 years old (34%), followed by 8–9 years old (28%), indicating concentration in the middle elementary level.
2. Female respondents (58%) outnumbered male respondents (42%).
3. The highest number of respondents were in Grade III (18%), while the lowest were in Kindergarten (8%).
4. Majority of the respondents came from public schools (68%).
5. The most common reason for transfer was family relocation (34%).
6. Most respondents had stayed in their current school for 3–6 months (30%), indicating early to mid-adjustment stage.
7. The level of self-confidence of transferee students was high (3.96), with academic confidence highest and emotional confidence lowest.
8. The level of academic engagement was high (4.08), with behavioral engagement highest and emotional engagement lowest.
9. The level of school belongingness was high (4.08), with teacher support highest and peer acceptance lowest.
10. There was a significant relationship between profile and academic engagement in terms of age ($p = 0.041$), grade level ($p = 0.018$), reason for transfer ($p = 0.007$), and length of stay ($p = 0.031$).
11. There was a significant relationship between profile and school belongingness in terms of grade level ($p = 0.026$), reason for transfer ($p = 0.014$), and length of stay ($p = 0.009$).
12. Self-confidence had a significant positive relationship with academic engagement ($r = 0.71$, $p = 0.000$).
13. Self-confidence had a significant positive relationship with school belongingness ($r = 0.68$, $p = 0.000$).
14. The most common challenges were difficulty adjusting to classmates (22%), difficulty understanding lessons (18%), and shyness in participation (15%).
15. A Mobility Intervention Support Program was proposed based on the identified findings.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The study concludes that transferee students generally demonstrate high levels of self-confidence, academic engagement, and school belongingness, indicating that they are capable of adjusting to the academic, social, and emotional demands of their new school environment.

However, certain areas require further support. Emotional confidence and peer acceptance, although still

rated high, were comparatively lower than other dimensions. This suggests that while students are behaviorally and academically engaged, they may still experience challenges in emotional adjustment and social integration.

The study also concludes that selected profile variables such as grade level, reason for transfer, and length of stay significantly influence students' engagement and sense of belonging. This indicates that the context of transfer and adjustment plays an important role in student outcomes.

Furthermore, the rejection of the null hypotheses confirms that self-confidence is a key factor in student adjustment. Higher levels of self-confidence are associated with higher academic engagement and stronger school belongingness.

Finally, transferee students continue to experience challenges in social and academic adjustment, particularly in forming peer relationships, understanding lessons, and overcoming hesitation. These findings justify the need for a structured intervention program.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Schools should implement structured orientation programs for transferee students to help them adjust to school routines and environment.
2. A peer support or buddy system should be established to assist transferee students in building friendships and reducing social anxiety.
3. Teachers should strengthen support mechanisms by providing guidance, encouragement, and inclusive classroom practices.
4. Schools should offer academic assistance such as remedial instruction or tutorial sessions to help students cope with new lessons.
5. Guidance services should provide counseling and emotional support programs to address adjustment-related stress.
6. Schools should promote inclusive activities that encourage participation and strengthen students' sense of belonging.
7. The proposed Mobility Intervention Support Program should be adopted and implemented by school administrators.
8. Future researchers may explore additional variables such as academic performance, parental involvement, and school climate.

CHAPTER 4

OUTPUT OF THE STUDY

MOBILITY INTERVENTION SUPPORT PROGRAM FOR TRANSFEEE STUDENTS

RATIONALE

The transition of transferee students from one school to another is a critical educational experience that significantly influences their academic, social, and emotional adjustment. Based on the findings of the present study, transferee students generally demonstrated high levels of self-confidence, academic engagement, and school belongingness. However, despite these positive results, several challenges were still identified, particularly in adjusting to new classmates, understanding lessons in the new school, and overcoming shyness or hesitation in participating in classroom activities. These concerns indicate that

school transfer involves not only a change in learning environment but also a complex process of adaptation that requires structured and continuous support.

Furthermore, the results revealed that self-confidence has a significant positive relationship with both academic engagement and school belongingness. In addition, selected profile variables such as grade level, reason for transfer, and length of stay in the current school were found to significantly influence the adjustment experiences of transferee students. These findings emphasize that students' transition experiences are shaped by both personal and situational factors, which necessitate targeted and responsive intervention strategies.

In response to these findings, the Mobility Intervention Support Program for Transferee Students was developed. This program aims to provide a structured and systematic framework of support mechanisms that will facilitate smoother school transition, strengthen students' confidence, enhance their academic engagement, and promote a stronger sense of belongingness. Through collaborative efforts among school heads, teachers, guidance personnel, parents, and peers, the program seeks to create an inclusive, supportive, and learner-centered school environment that will address the needs and challenges of transferee students.

OBJECTIVES

This plan aims to:

1. Strengthen the academic, social, and emotional adjustment of transferee students in their current school;
2. Enhance the self-confidence of transferee students in terms of academic, social, and emotional functioning;
3. Improve the academic engagement of transferee students through active participation, motivation, and cognitive involvement in school tasks;
4. Promote school belongingness by strengthening peer acceptance, teacher support, and school inclusion;
5. Provide structured orientation and transition assistance for newly enrolled transferee students;
6. Reduce difficulties encountered by transferee students in understanding lessons, participating in class, and forming peer relationships;
7. Encourage collaborative support among teachers, school heads, guidance personnel, parents, and peers in facilitating student adjustment; and
8. Establish a sustainable school-based intervention program that responds to the needs of transferee students.

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