

# Student Satisfaction on Faculty and Instruction at Baguio Central University

JOCELYN B. ANG

*Baguio Central University, Philippines*

**Abstract—** *This research study employs a descriptive research design utilizing a questionnaire as the primary instrument to assess student satisfaction on faculty and instruction in the College of Hospitality and Tourism Management at Baguio Central University. The total enumeration of 91 students enrolled during the first semester of the School Year 2020-2021 in the college served as respondents. The reliability of the instrument was established through a sample on 15 randomly chosen students from the College of Business Administration, using the Kuder-Richardson Formula 21. Content validity was used to validate the questionnaire. Statistical treatments such as weighted mean, ranking, and t-test for independent variables were applied to analyze the gathered data. The study aimed to identify the levels of satisfaction based on age, gender, year level, program, and the number of years enrolled in the institution. The results indicated that age had no significant impact on students' satisfaction with faculty and instruction. Despite gender differences, students in the College of Hospitality and Tourism Management exhibited similar levels of satisfaction. Furthermore, the year level of enrollment and the program or course enrolled in did not influence students' contentment with faculty and instruction. The study found that the length of a student's stay in the institution served as an indicator of their satisfaction with the services provided by the faculty. The study's conclusions provide valuable insights into the factors affecting student satisfaction in the College of Hospitality and Tourism Management. Based on these findings, a proposed action plan can be developed to improve the quality of instruction, thereby enhancing overall performance and student experiences in the college.*

**Indexed Terms—** *insights, performance, student experiences*

## I. INTRODUCTION

Student satisfaction on faculty and instruction are factors that are often overlooked by school administrators. Some may often believe that that a student's satisfaction is a personal matter and not something that may cause concern. This can be a very important factor for student retention. For educational institutions to be able to fulfill their role, it is necessary to determine the factors that contribute to student satisfaction. While it is true that an individual's satisfaction level maybe completely unique and subjective, all satisfaction levels may be correlated with safety and security, love and belonging, and esteem as outlined by Abraham Maslow's hierarchy of needs.

For the purpose of this study, student satisfaction pertains to student happiness and contentment regarding their experiences with the faculty and the teaching – learning process. This would be of great help to the administration, since they would be guided on what qualities a hired faculty member of the department must possess.

Teachers/faculty members will also be benefitted from the findings of this study because they will be challenged to come up with motivational activities which could motivate students to become engaged in class activities. Students will also be benefitted from the findings of the study most especially when they observe improvement from their faculty. This would lessen student dropout rate and increase graduate outcome.

For future researchers, this would serve as their reference when they may opt to conduct a full and complete study regarding the expertise of Hospitality and Tourism Management Faculty in the college.

## II. STATEMENT OF THE PROBLEM

This study is aimed to assess the student satisfaction on faculty and instruction at Baguio Central University for the purpose of improving quality and thereby better performance.

The study aimed to find answers to the following specific questions:

1. What is the level of satisfaction of the students on faculty and instruction according to:
  - a. age
  - b. gender
  - c. year level
  - d. program
  - e. number of years enrolled in the institution
2. What can be proposed to improve quality of instruction?

## III. PARADIGM OF THE STUDY

The study was based on the interplay of three variables. These are the input, the process and the output. The input is composed of the Student Satisfaction on Faculty and Instruction while the process are descriptive research design specifically the descriptive survey method, questionnaire administration, observation, participation, informal interview, statistical treatment, analysis and interpretation of data. The output will be a proposed action plan to improve student satisfaction on faculty and instruction.

## IV. RESEARCH DESIGN AND METHODOLOGY

4.1 The descriptive design of research was used in this study with the questionnaire as the main instrument in gathering the needed data. The design is descriptive because it assessed the students' satisfaction on faculty and instruction at Baguio Central University for the purpose of improving quality of teaching, learning and performance. Specifically, it describes the level of satisfaction of the students on the faculty's communication skills, mastery of the subject, and approach to teaching.

4.2 The study was conducted in the College of Hospitality and Tourism Management of Baguio

Central University. The respondents of the study were the total enumeration of the 91 students who were enrolled during the first semester of the School Year 2020– 2021 in the college. The respondents of the study were classified according to program enrolled, gender, year level, age and number of years enrolled in the institution. This data was used in the analysis of student satisfaction level. Since the mode of delivery of learning is through online classes, not all ninety-one students were able to submit their questionnaire. Only 70 questionnaires were retrieved by the researcher.

4.3 The questionnaire was the main instrument to be used in gathering the data needed in the study. It was augmented by observation, informal interview, and library research. In the formulation of the items in the questionnaire, the specific problems were carefully studied and based on what the questions need for an answer, the questionnaire was formulated ensuring that these were congruent to the questions. The informal interviews were randomly done during the floating and retrieval of the questionnaires to some students in order to clarify issues that came out during the administration of the questionnaire. The interviews were spontaneous but centered on the specific problems of the study.

4.4 To establish the reliability of the instrument, this was tried out to fifteen (15) students randomly chosen from the College of Business Administration. The validity of the questionnaire was established through content validity. The specific problems were analyzed to determine what data or information they seek for an answer or answers. This was also be presented to the panel of examiners for their validation. Based on the results of the analysis, the questionnaire items were edited/revised as needed.

4.5 The researcher obtained the permission to float the questionnaire to the intended respondents from the Director of Research of Baguio Central University and the Vice President for Academic Affairs. The researcher personally distributed and retrieved the copies of the questionnaire. During the distribution and retrieval of the questionnaires, informal interviews were conducted to students focused on the problems of the study for further information, clarification or verification. The results of the informal interviews

were recorded and were used as basis in the analysis of the data to be gathered.

4.6 The data to be gathered were subjected to the statistical treatments of weighted mean, ranking, and t-test for independent variables. The weighted mean was used to quantify the responses to the items in the tables, the ranking as used in prioritizing the items based on the computed weighted means, and the t-test equation for independent variables was used to determine the significance of difference between the level of satisfaction male and female students on faculty and instruction.

## V. RESULTS AND DISCUSSION

This chapter presents the results of the data gathered which was analyzed, interpreted and discussed.

### 5.1 Level of Satisfaction of Students on Faculty and Instruction According to Age

Based on the data, the teenagers or those who are 18-19 years old obtained an overall average weighted mean of 3.68 with a descriptive equivalent of satisfied. This indicates that they are pleased with the faculty when it comes to their commitment to the profession as well as to their knowledge of the subject matter. They are also pleased with how their teachers manage their learning.

In analyzing the data, the result showed that the teenagers are pleased with the commitment of their teachers to their profession which obtained an average weighted mean of 3.90 described as satisfied. This implies that the students are pleased on how committed their teachers are to their profession as hospitality management educators. This further reveals that the objectives of the lesson before the discussion and keeps accurate records of students' performance obtained the highest mean at rank of 4.19 described as satisfied. This is because their teachers always make it a point the objectives of the subject matter being tackled during online classes are presented clearly at the beginning of the lesson. This is for the students to be able to follow through as the discussion progresses. They also were able to prove that records of student's performance are kept accurately and are updated. This is because the

teachers know that academic records show a student's growth and progress as well as any areas for improvement. It is important to save a digital and hard copy of the students' records regularly so that they are readily available in case there are questions regarding their grades. Keeping such records were able to help the students understand what they lacked and what they excelled in.

Under commitment to profession, the students were neither satisfied nor dissatisfied with their teachers regularly attending classes. This is because the mode of learning is through online classes, there are instances wherein the students themselves are unable to attend due to connectivity problems. Thus, they do not know if the teachers were able to conduct classes on schedule or not. There are also instances wherein there is power interruption so the teachers are unable to attend to their classes online as well. Since these are some cases that needs to be considered, the students cannot decide whether they are satisfied in this area or not.

On the area of knowledge of the subject matter, it can be observed that the teenage students say that they are satisfied with an average weighted mean of 3.86. This means that they are pleased with the kind of knowledge that their teachers manifest in their own area of expertise.

The only indicator of knowledge of the subject matter which the students said that they are very satisfied was on relates subjects to practical situations and learning of students. This was because in every topic, the teachers give a concrete example or real-life situation where they can apply their learning. The students find this very helpful, thus, saying that they are very pleased in this area.

When it comes to sharing of knowledge on the latest state of the art theories and practices in his/her area of expertise, explaining the relevance of present topics to the previous lesson, and demonstrating mastery of the subject matter (explains the subject matter without relying on the textbooks, but relates to real life situations), the students claimed that they are satisfied. It is important for teachers to have ample knowledge of the subject they are teaching in order to be able to impart then to their students. They are also observed

to be able to show the connectedness of the present topic to their previous topics and are able to explain these theories well without referring to the textbooks that they have. In very topic, it is important to be able to relate and apply them to real life situations. When it comes to instruction, teaching for independent learning obtained an average weighted mean of 3.27 with a descriptive equivalent of neither satisfied nor dissatisfied. This means the students were unsure of the ability of the teachers when it comes to instruction in terms of teaching for independent learning. Teaching for independent learning is teaching students to be in control of their own learning, they carry that with them through high school and beyond. Independence is one of the best skills a student can master.

In analyzing the data, it can be observed that allowing the students to create their own collaborative learning objectives and be evaluated fairly is the only indicator of teaching for independent learning in which they said that they are satisfied as shown in the obtained mean of 3.75. This means that despite their mode of learning due to the pandemic, they are still allowed by their teachers to collaborate with their classmate on some topics in order for them to better understand such. They are given group activities making sure that they follow the minimum health protocols set by the government.

They were neither satisfied nor dissatisfied with the use of innovative and effective teaching strategies that allow students to practice using concepts they need to understand, giving encouragements and due recognition to students' performance/ potentials, and encouraging students to learn beyond what is required and guide the students how to apply the concepts. This is because of the mode of learning due to the current pandemic. The students are not able to assess whether the strategies that their teachers are using are effective in the teaching – learning process. They are also skeptic in terms of giving encouragements and recognition of their performance as well as on the guidance of their teaches when it comes to application of the concepts they learn. The mode of learning which is modular and online class has not been a way to be closer to their teachers thus, they really do not feel the encouragement given to them through text

messages and chats. There is nothing better than being encouraged face to face.

The second component of instruction is on management of learning which obtained an average weighted mean of 3.70 with a descriptive equivalent of satisfied. This means that the teenage students of the CHTM are please when it comes to their teachers' management of instruction. Management of instruction includes understanding of students' needs and classroom management. The teacher is often considered to be a manager of the teaching – learning process. He/she makes efforts to organize the teaching – learning resources and the objective of instruction is to create a conducive classroom environment so that students learn and grow in more productive ways.

From among the eight indicators of management of instruction, creating opportunities for students' contribution in class activities topped the list with a weighted mean of 4.13 described as satisfied. This indicates that the students are pleased because they are allowed to contribute to the teaching – learning process by taking part in class activities such as having a topic to report and explain in the online class, etc. Providing students feedback mechanism to enhance attainment of collaborative learning objectives came in second in rank wherein the students also mentioned that they are pleased. In every activity that their teachers provide them, there is always feedback that comes with it in order for them to check if they are able to attain the learning objectives. Third is assuming the role as facilitator in making the students understand the concepts. A facilitator of learning, therefore, is a teacher who does not operate under the traditional concept of teaching, but rather is meant to guide and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue. According to Educational Dividends (2021), teachers must adapt to a new way of teaching by managing more open-ended discovery by students. This means shifting roles from a lecturer to a facilitator who provides resources, monitors progress and encourages students to problem solve. Facilitative learning requires that students do the work and apply knowledge across subject that requires teachers in different disciplines to work together.

The only indicator of management of learning that the students rated as neither satisfied nor dissatisfied was teaching methods used is appropriate with the subject matter. This is because the teachers are not able to use different strategies of teaching in the online classes. This is the reason why the students were skeptic about this matter.

Overall, the teenage students were pleased with the faculty and instruction as shown in the overall average weighted mean of 3.68 described as satisfied. This implies that they are pleased with how committed their teachers are to their profession and how they manage learning besides the pandemic. On the part of the students ages 20 and above, their overall average weighted mean is 3.92 described as satisfied which indicates that they are pleased with the faculty's commitment to their profession and knowledge of the subject matter and on instruction as they teach for independent learning and as they manage learning of their students. This means that they are pleased with their educational experiences despite the pandemic wherein their interaction is limited.

Looking into their level of satisfaction on the faculty's commitment to their profession, it can be observed that they obtained an average weighted mean of 3.99 described as satisfied. This indicates that the students at this age were able to observe how committed and dedicate their teachers are in imparting their knowledge to them.

Analyzing the data further, it can be observed that all the indicators of commitment to profession obtained satisfactory rating from the students ages 20 and above. But what stood out was their teachers' wearing of appropriate attire in class which obtained the highest mean among the six indicators of commitment. This is because despite merely seeing their teachers online, they see them as properly dressed up for class and whenever they went to school for some important matter, they see them properly dressed up as teachers. Next to this is a tie between presents the objectives of the lesson before the discussion and encourages active participation of the students inside the classroom wherein they were also satisfied. This means that during their experience as students, they were able to appreciate how their teachers present their lessons with the objectives coming first. During the

discussion, each one may participate by reciting or answering questions asked by the teachers. Coming to class regularly was also rated as satisfied but ranked last in the list. This was because no matter how much they know, believe, and observe their teachers' eagerness to attend their classes, there are instances wherein they are not able to due to connectivity issues. These matters are resolved by sending the students activities and assignments they may do during the time they are unable to attend online classes.

The students ages 20 and above were also pleased with their teachers' knowledge of the subject matter as shown in their obtained average weighted mean of 4.12 with a descriptive equivalent of satisfied. All the indicators were also observed to obtain means which are equivalent to satisfied. This indicates that the students believe that their teachers are knowledgeable of what they are teaching. This is indicated by their ability to explain further they topic and answer the students' questions immediately. They also were able to observe that their teachers were able to give concrete examples which the students can apply in real life situations.

They were also pleased when it comes to instruction particularly on their teachers' teaching for independent learning which obtained an average weighted mean of 3.95 described as satisfied. They also rated all the indicators as satisfied with encourages student to learn beyond what is required and guide the students how to apply the concepts as topping the list and allows the students to create their own collaborative learning objectives and be evaluated fairly and uses innovative and effective teaching strategies that allow students to practice using concepts they need to understand having tied at the last. This implies that they were able to observe their teachers are trying their best to encourage them to become independent learners since this is very important. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging, and the feeling they gain from self-direction, is wonderfully rewarding for students as well as an incredible life tool.

As to the students' satisfaction on the management of learning, this obtained an average weighted mean of 3.62 and all the indicators obtained satisfied ratings.

This implies that when it comes to management of learning, the faculty of the CHTM make it a point that during the conduct of classes, students are given the chance to be creative in their own ways and share ideas with each other. They make it a point that there is an interaction between and among their students as they themselves facilitate learning throughout. Teachers play various roles in class but one important role is managing learning. Effective teachers produce students who progress adequately in their academics regardless of the heterogeneity in their classes.

In the summary of the level of satisfaction of the students according to age, it can be observed that the students ages 20 and above obtained a higher overall average weighted mean of 3.92 with a descriptive equivalent of satisfied while the students ages 18-19 obtained a lower overall average weighted mean of 3.68 also with a descriptive equivalent of satisfied. Their combined overall average weighted mean is 3.87 with a descriptive equivalent of satisfied. The findings imply that both groups of respondents were satisfied or pleased with the faculty and instruction of the College of Hospitality and Tourism Management. This means that they see their teachers being committed to their professions, knowledgeable of the subject they are teaching, are able to teaching the students to become independent learners and are real managers of instruction. The higher overall average weighted mean of the students ages 20 and above indicates that they are more able to observe their teachers than the younger students.

In order to check if the difference in the obtained overall average weighted means has any significance, the data was subjected to the t-test equation for independent variables. The computation yielded to a t-computed value of 0.729 that when compared to the critical value of 1.667 at five percent level of significance with 68 degrees of freedom was lesser. The lesser t-computed value indicates that the result was not significant. Thus, the null hypothesis which states that there is no significant difference in the level of satisfaction between the two groups of respondents according to their ages was accepted.

The findings imply that student satisfaction on faculty and instruction is regardless of age. This is because student satisfaction is related to the students'

assessment of how they feel about that environment, considering the importance of the school, the school community and the interpersonal relationships experienced in this context (Huebner & McCullough, 2010).

This result contradicts the result of the study of Hickson and Oshagbemi (1999) which showed that age has quite a different effect on academic teaching staff from on academic research staff. For example, the effect of age on teaching satisfaction indicates that the job satisfaction decreases with age but at a decreasing rate. On the other hand, the results for research satisfaction indicate that age affects job satisfaction positively but at a decreasing rate.

#### 5.2 Level of Satisfaction of Students on Faculty and Instruction According to Gender

The level of satisfaction of the male students on faculty and instruction obtained an overall average weighted mean 3.86 with a descriptive equivalent of satisfied. This means that the male students are pleased with the commitment of their teachers to their profession, their knowledge of the subject matter, how they teach for independent learning and on their management of learning.

When it comes to commitment to profession, it can be observed that all the indicators obtained satisfied ratings with an average weighted mean of 4.01 described as satisfied. This implies that the male students were able to appreciate how committed their teachers are to their profession. This is because they always put their students' wants, needs and interests first. In this rapidly changing world, the CHTM teachers have continuously update themselves with the current trends in education. They have kept themselves abreast with the latest development in their profession. They never stop learning new methods and techniques as well as strategies. This is because they want to ensure an effective teaching – learning process.

As to the knowledge of the subject matter, relates subjects to practical situations and learning of students obtained a very satisfied rating from the male students. Students understand their topics better when these are related to real life situations. This is because they can

relate their experiences and learn from them. That is the reason why they said that they are very satisfied with how their teachers give concrete examples and real-life situations. According to Shulman (1987) as cited by Hammond (1999), teachers need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life.

Demonstrates mastery of the subject matter (explains the subject matter without relying on the textbooks, but relates to real life situations) was rated as neither satisfied nor dissatisfied by the male students. When it comes to mastery, there are instances wherein the teacher is unable to answer the questions of the students on the spot. These questions needed time for research thus, the student is unsure whether the teacher checked on some books or what.

The male students were also pleased with what their teachers manifested when it comes to instruction specifically when it comes to teaching for independent learning which obtained an average weighted mean of 3.73 described as satisfied. This means that they believe in their teachers' ability to engage their students in collaborative learning, encourage them to learn more than what is required and perform at their best, and most importantly, the teachers themselves use innovative forms of teaching in order to cope with the changing world of work and education.

In the management of learning, they were also pleased by how their teachers perform in this area. This is because the students observed that their teachers are not just teachers who are typically requiring students to attend their lecture, they are also managers of learning wherein they believe that people learn as individuals in their own different ways. Thus, the faculty of the CHTM makes it a point to provide whatever they can to their students to maximize learning. They use instructional materials and strategies appropriate for their students and sees to it that they keep updated records of the students' progress.

Meanwhile, the female students are also pleased with the faculty and instruction in the CHTM which was

shown in their obtained overall average weighted mean of 4.00 described as satisfied. This implies that they believe that there is good quality of academic services and quality of teaching offered by the faculty of the college.

In analyzing the data, it can be observed that they are pleased when it comes to their teachers' commitment to their profession. They were appreciative of how their teachers' make self-available to students for consultations/s thus, obtaining the highest mean among all the indicators of commitment. This is because by being approachable they are able to encourage their students to become more engaged in their learning. They are able to answer their students' tough questions and shows enthusiasm in teaching as a whole. Though they befriend their students, they dress up in a way that is appropriate of their profession giving out signals that their students must know their limits. Friendly as they may seem, they still project their authority as educators and classroom facilitators through their respectable attire.

Their knowledge of the subject matter was also appreciated by the female students which obtained a satisfied rating. In this area, the students appreciated how their teachers related their subject matter to their day to day experiences and learning. The female students further believe that their teachers extend beyond knowing a lot. This means that the teachers are known to think in a disciplined manner that can apply to a multitude of places and situations. They go deeper into the contents that enrich learning. They were also satisfied when it comes to teaching for independent learning and on their management of learning.

In determining whether the two groups of respondents differed in their level of satisfaction on faculty and instruction, the data was subjected to the t-test equation for independent variables. The computation yielded to a computed t-value of 0.397 which when compared to the critical value of 1.671 at five percent level of significance with 68 degrees of freedom was lesser. The lesser t-computed value indicates that there is no significant difference between the level of satisfaction of the male and female students on faculty and instruction in the College of Hospitality and Tourism Management.

### 5.3 Level of Satisfaction of Students on Faculty and Instruction According to Year Level

The third year students obtained the highest overall average weighted mean of 4.06 followed by the second year students with an overall average weighted mean of 4.03. The third in the ranking were the fourth year students who obtained an overall average weighted mean of 4.01 while the first year students only obtained an overall average weighted mean of 3.92. Despite the ranks and differences in the statistics, all four groups of respondents' obtained average weighted mean were described as satisfied. This implies that there is no perceived difference among the four groups of respondents when it comes to being pleased with the performance of teachers in their work based on their obtained descriptive equivalent. In order to determine whether there was any statistical difference on the level of satisfaction of the four year levels, the data was subjected to the One-Way Analysis of Variance (ANOVA). The computation yielded to an F-value of 2.243422 which when compared to the critical F- value of 2.713227 at five percent level of significance with 87 degrees of freedom was lesser. The lesser obtained F-value indicates that there is no significant difference among the statistical results of the four groups of respondents. Thus, the findings imply that though they differed in the obtained value of their overall average weighted mean, they have almost the same level of satisfaction on faculty and instruction.

These indicate that the relationship of students and teachers is strong and greatly affect the contentment level of students. Teacher preparedness is also a cause for the satisfaction level of students. The approach of teachers towards their profession of teaching and how much they get ready before conveying lecture also have an effect on student retention and contentment. The more teachers are thoughtful towards delivering knowledge through the lectures, the more will be the satisfaction level of students. The student community also measures the satisfaction level by the good and bad experiences extended towards them by the institution, teachers and friends (Simming, et al, 2015).

### 5.4 Level of Satisfaction of Students on Faculty and Instruction According to Program

The students taking up the two year courses of Associate in Hotel and Restaurant Management/ Associate in Hospitality Management obtained the highest overall weighted mean of 4.11 described as satisfied. the obtained overall weighted mean of those taking up BSHRM and BSHM with 3.98 described as satisfied. The lowest obtained overall weighted mean of 3.96 belongs to the students of the BST and BSTM. All of which were described as satisfied. The findings imply that the students have almost the same level of contentment when it comes to faculty and instruction despite their differences in their course or the program that they are enrolled in.

Among the three groups of respondents, the AHRM and AHM were very satisfied on the faculty's knowledge of the subject matter as compared to those enrolled in the four year courses/programs. This could have been due to the students' differences in their academic abilities and the degree/program itself. This was supported by the study conducted by Suhre, et al (2007), wherein they found out that student accomplishment not only depends on differences in academic ability but also on degree program satisfaction. Decreased degree program satisfaction appears to diminish both study motivation and study behavior.

In order to determine whether there was any statistical difference on the level of satisfaction of the three groups of respondents, the data was subjected to the One-Way Analysis of Variance (ANOVA). The computation yielded to an F-value of 2.43376 which when compared to the critical F- value of 2.713227 at five percent level of significance with 65 degrees of freedom was lesser. The lesser obtained F-value indicates that there is no significant difference among the statistical results of the three groups of respondents. Thus, the findings imply that though they differed in the program that they are enrolled in, they still experience the same treatment from their teachers at the same time receive the same quality of service when it comes to instruction.



5.5 Level of Satisfaction of Students on Faculty and Instruction According to Number Years Enrolled

It is believed that when an individual stays long in an organization, he/she is satisfied with the services of the said organization of institution. In the case of this study, it was observed that the level of student satisfaction on faculty and instruction does not rely on how long the said student is enrolled in the institution as shown in the obtained t-computed value of 0.186. This was obtained when the data was subjected to the t-test computed for independent variables. This was compared to the critical t-value of 1.667 at five percent level of significance with 68 degrees of freedom and was lesser. This then indicates that there is no significant difference between the level of satisfaction of the students enrolled for 1 to 2 years from those enrolled for three years or more on their level of satisfaction on faculty and instruction. This means that they were all contented with the school performance when it comes to delivery of instruction, the faculty’s commitment to their profession, faculty’s management of the teaching and learning process and their knowledge of the subject matter they are handling.

Student satisfaction is usually associated with academic experience evaluations and teaching effectiveness perceptions. Marzo Navarro et al. (2005) concluded that student perceptions of the faculty, teaching techniques, and course administration were the key elements to student satisfaction and college loyalty. Elliot (2002) examined the aspects of student academic experience that were most likely to influence student satisfaction and found that “instructional effectiveness” was a key determinant for overall student satisfaction.

CONCLUSION

The following conclusions were derived from the findings of the study:

1. Age does not have a significant impact on students' satisfaction with faculty and instruction.
2. Gender differences do not influence the level of satisfaction among students in the College of Hospitality and Tourism Management.

3. The year level in which students are enrolled does not affect their contentment with faculty and instruction.
4. The program/course in which students are enrolled does not correlate with their satisfaction regarding faculty and instruction.
5. The length of time a student spends in an institution serves as an indicator of their satisfaction and contentment with the services provided by faculty.

VI. RECOMMENDATIONS

The following is suggested based on the conclusions of the study:

1. It is recommended that further studies will be conducted to prove that age, gender, year level, program and number of year enrolled do not really affect students’ satisfaction on faculty and instruction.

VII. OUTPUT

Proposed Action Plan to Enhance Student’s Satisfaction on Faculty and Instruction

Activity	Persons Involved	Time line
1. Emphasize consistent implementation and curriculum enhancement, ensuring instructional time is allocated effectively across all subject areas while maintaining horizontal and vertical alignment and articulation.	VP Academic Affairs, Dean, Faculty and Industry Experts	Year round
2. Enhance student health and learning by incorporating specific indoor and outdoor physical activities that align with the core content areas.	Dean, Faculty and Student’s	Year round
3. Implement new strategies each semester, promoting reflection by	Dean, Faculty and student’s	Year round

both teachers and students on their effectiveness.		
4. Participation in opportunities including but not limited to: <ul style="list-style-type: none"> <li>• Academic programs, instruction, strategies.</li> <li>• Behavioral Support</li> <li>• Technology</li> <li>• Social/Emotional</li> <li>• Cognitive</li> </ul>	VP for Academic affairs, Dean and Faculty	Year round
5. Participation in webinar/seminar/training and industry immersion opportunities.	Dean Faculty and Students	Year round

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