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# Students' Satisfaction on Instructional Performance in a Higher Education Institution

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## ABSTRACT

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The study aims to explore the level of students' satisfaction whether it correlates to the extent of instructional performance of faculty members in a higher education institution. Strategic Performance Management System (SPMS) results on the instruction of the last three semesters (2015-2017) were gathered as data for instructional performance. An instrument that measures the level of students' satisfaction (Punongbayan&Bauyon, 2015) was administered among 3,660 students through purposive sampling. Spearman was utilized to test whether the students' satisfaction correlated to instructional performance. Results showed that the instructional performance of the faculty members of the last three semesters was plummeting very satisfactorily. A weak correlation was revealed of the students' satisfaction with instructional performance. Relative to the findings, it is recommended to take action on the instructional practices to improve students' satisfaction amid challenges in higher education in the 21st century.

Keywords: *Instruction, Performance, Knowledge of the subject*

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## 1. Introduction

Student satisfaction is a continually changing construct in the Higher Education environment due to repeated interactions (Stoltenberg, 2011). Kotler et al. (2009) define satisfaction as a person's feeling of pleasure that results from comparing a product's perceived performance (or outcome) to their expectation'. It means if the performance matches the expectation, the customer will be satisfied. In the context of higher education, the matter of satisfaction is what students expect from their educational institution, from their faculty (Daniel, et. al, 2017), in fact, everything that makes them eligible to become productive and successful people in their practical lives.

Sinclair (2007) believed that determinants of student satisfaction may be classified into six categories: faculty, institution, individual student factors, interaction or communication factors, course factors, and learning environment factors. In academic settings, students' satisfaction data helps colleges and universities make their curriculum more responsive to the needs of a changing marketplace (Tesema et al., 2012).

Research on Quality Education and Student Satisfaction focus on examining the relationship between student perception of quality teaching, learning, and satisfaction (Aziz and Yasin, 2013; Ko and Chung, 2015; Farahmandian et al., 2013), but none has attempted to explore the level of students' satisfaction whether it correlates to the extent of instructional performance of faculty which after all quality teaching (instructional performance) and learning becomes one of the cores in ensuring that the development of the quality education system is relevant with the recent progressive environment through when students truly are satisfied.

### 1.1. Objectives of the Study

The study aims to explore the level of students' satisfaction whether it correlates to the extent of instructional performance of faculty members in a higher education institution. Specifically, it aimed to answer the following questions:

1. Determine the extent of instructional performance of faculty members in terms of Commitment, Knowledge of Subject Matter, Teaching for Independent Learning, and Management of Learning.
2. Determine the level of student's satisfaction with the instructional performance of faculty members
3. .
4. Determine the significant relationship between the level of students' satisfaction on instructional performance.

## 1.2. Methodology

A descriptive-correlational method was utilized in this study. Strategic Performance Management System (SPMS) results on the instruction of the last three semesters (2015-2017) were gathered as data for instructional performance. An instrument that measures the extent of students' satisfaction (Punongbayan&Bauyon, 2015) was administered among 3,660 students in a Higher Education Institution in Eastern Visayas, Philippines. The sampling used was purposive. Spearman was utilized to test whether the students' satisfaction correlated to instructional performance.

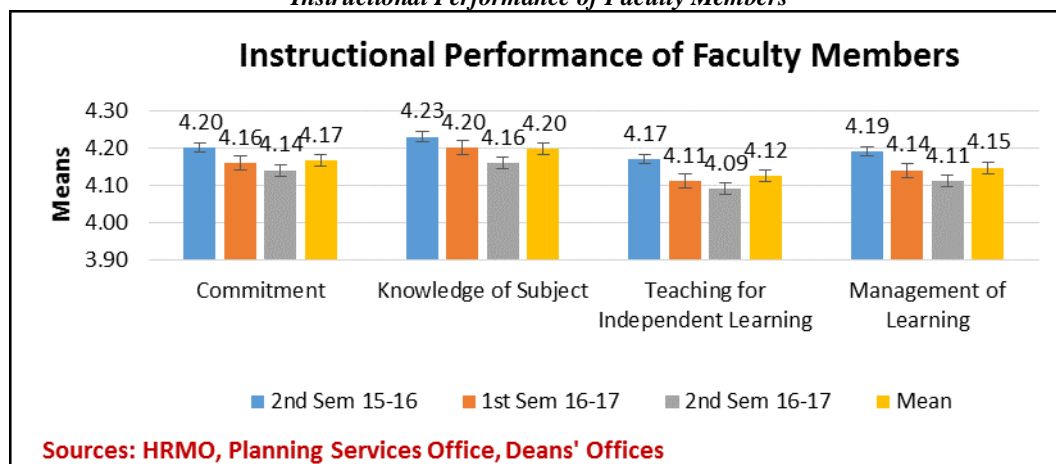
## 2. Results and Discussion

The main objective of the study is to explore the level of students' satisfaction whether it correlates to the extent of instructional performance of faculty members in a higher education institution. Data were gathered, tabulated, analyzed, and interpreted based on the objectives.

### Instructional Performance of Faculty Members

This part shows the extent of instructional performance of faculty members in terms of commitment, knowledge of the subject, teaching for independent learning, and management of learning. Data were taken from the School Year 2015-2016, 2<sup>nd</sup> Semester, and School Year 2016-2017. This is shown in Figure 1.

**Figure 1**  
**Instructional Performance of Faculty Members**



**Commitment.** In terms of Commitment, it can be observed from the figure above that in the past three semesters, faculty members have been evaluated as Very Satisfactory in their instructional performance by the students. However, it can be gleaned above that the general rating for Commitment starting the Second Semester of School Year 2015-2016 up to Second Semester of School Year 2016-2016 has gradually dropped from 4.20 to 4.16, to 4.14. Based on the SPMS Form III, the performance tool to be rated by students, the following indicators comprises Commitment: demonstrates sensitivity to students' ability to absorb content information, integrates sensitively his/her learning objectives with those of the students in a collaborative process, makes him/herself available to students beyond official teaching hours, coordinates students' needs with internal and external enabling groups, and supplements available resources.

**Knowledge of Subject.** In terms of Knowledge of the Subject, it can be observed from the figure above that in the past three semesters, faculty members have been evaluated Very Satisfactory in their instructional performance by the students. However, it can be gleaned above that general rating for Knowledge of Subject starting the Second Semester of School Year 2015-2016 up to Second Semester of School Year 2016-2016 has gradually dropped from 4.23 to 4.20, to 4.16. Based on the SPMS Form III, the performance tool to be rated students, the following indicators comprises Knowledge of Subject: explains the subject matter without completely relying on the prescribed reading, explains the subject matter with depth, integrates topics discussed in the lesson, and relates the topic being discussed to concepts previously learned by the students in the same course, relates the subject matter to other pertinent topics, and relates problems and issues relevant to the topic/s of discussion.

**Teaching for Independent Learning.** In terms of Teaching for Independent Learning, it can be observed from the figure above that in the past three semesters, faculty members have been evaluated as Very Satisfactory in their instructional performance by the students. However, it can be gleaned above that the general rating for Teaching for Independent Learning starting the Second Semester of School Year 2015-2016 up to Second Semester of School Year 2016-2016 has gradually dropped from 4.17 to 4.11, to 4.09. Based on the SPMS Form III, the performance tool to be rated students, the following indicators comprises Teaching for Independent Learning: creates teaching strategies that allow students to practice using concepts they need to understand, provides exercises which develop analytical thinking among the students, enhances students' self-esteem through the proper recognition

of their abilities, allows students to create their course with the use of well-defined objectives and realistic student-professor rules, and allows students to make their own decisions and be accountable for their performance.

*Management of Learning.* In terms of Management of Learning, it can be observed from the figure above that in the past three semesters, faculty members have been evaluated Very Satisfactory in their instructional performance by the students. However, it can be gleaned above that general rating for Management of Learning starting the Second Semester of School Year 2015-2016 up to the Second Semester of School Year 2016-2016 has gradually dropped from 4.19 to 4.14, to 4.11. Based on the SPMS Form III, the performance tool to be rated students, the following indicators comprises Management of Learning: create opportunities for an extensive contribution of students, assumes roles as facilitator, resource, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hand, designs and implements learning conditions and experience that promotes healthy exchange and/or confrontations, structures/re-structures learning and teaching-learning context to enhance the attainment of collective learning objectives, and stimulates students' desire and interest to learn more about the subject matter.

Level of students' satisfaction with the instructional performance of faculty members. This part shows the level of student's satisfaction with the instructional performance of faculty members. This is shown in Table 1.

**Table 1**  
**Students' Satisfaction with the Instructional Performance**

Indicators	WM	Description
Instructor/Professor explains the objectives and expectations of the subject.	3.67	Very Satisfied
Instructor/Professor comes to the class prepared for the lesson.	3.59	Very Satisfied
Instructor/Professor presents the subject matter clearly and systematically.	3.47	Very Satisfied
Instructor/Professor relates the course to other fields and current issues/concerns.	3.57	Very Satisfied
Instructor/Professor fosters a stimulating atmosphere that encourages the students to participate in class discussions/activities.	3.59	Very Satisfied
Instructor/Professor stimulates the students to study more about the subject.	3.58	Very Satisfied
Instructor/Professor encourages the students to do their best.	3.71	Very Satisfied
Instructor/Professor speaks clearly and audibly.	3.55	Very Satisfied
Instructor/Professor uses appropriate teaching techniques and instructional materials.	3.37	Moderately Satisfied
Instructor/Professor respects students' ideas and opinions.	3.60	Very Satisfied
Instructor/Professor explains concepts again when he/she notes that the concept is not well understood.	3.45	Very Satisfied
Instructor/Professor identifies and stresses important points.	3.50	Very Satisfied
Instructor/Professor demonstrates a thorough and broad knowledge of the course,	3.50	Very Satisfied
The instructor/Professor uses evaluation measures, tests that adequately sample what was covered in the course.	3.45	Very Satisfied
Instructor/Professor gives constructive criticism.	3.35	Moderately Satisfied
Instructor/Professor is firm and consistent; strict but reasonable in disciplining students.	3.54	Very Satisfied
Instructor/Professor invites questions from students.	3.63	Very Satisfied
Instructor/Professor treats students tactfully; does not embarrass them.	3.43	Very Satisfied
Instructor/Professor invites respect through behavior and general appearance.	3.52	Very Satisfied
The instructor/Professor explains the grading procedure and standards clearly, dearly and applies them.	3.54	Very Satisfied
Instructor/Professor admits errors in the presentation of the subject matter and evaluation.	3.46	Very Satisfied
Instructor/Professor answers students' questions adequately.	3.49	Very Satisfied
The instructor/Professor can make students comprehend and appreciate the complex idea.	3.48	Very Satisfied
Instructor/Professor gives reasonable course requirements and assignments.	3.56	Very Satisfied
The instructor/Professor uses a comprehensive, up-to-date relevant reading list.	3.49	Very Satisfied
<b>AWM</b>	<b>3.53</b>	<b>Very Satisfied</b>

Generally, Table 1 shows that the students are “very satisfied” with the instructional performance of faculty members with a general weighted mean of 3.53. It can be gleaned that out of 25, only two statements are evaluated moderately satisfied – these are Instructor/Professor uses appropriate teaching techniques and instructional materials (3.37) and Instructor/Professor gives constructive criticism (3.35). This shows that students enrolled need to upgrade the teaching techniques of their respective instructors and usage of appropriate instructional materials that will supplement their training as future professionals.

On the other hand, students are very satisfied with the following ten top statements based on means which includes Instructor/Professor encourages the students to do their best (3.71), Instructor/Professor explaining the objectives and expectations of the subject (3.67), Instructor/Professor invites questions from students (3.63), Instructor/Professor respect students’ ideas and opinions (3.60), Instructor/Professor comes to the class prepared for the lesson (3.59), Instructor/Professor fosters a stimulating atmosphere which encourages the students to participate in class discussions/activities (3.59), Instructor/Professor stimulates the students to study more about the subject (3.58), Instructor/Professor relates the course to other fields and current issues/concerns (3.57), Instructor/Professor gives reasonable course requirements and assignments (3.56), and Instructor/Professor speaks clearly and audibly (3.55).

Results also glimpse a manifestation on the study from JICA (2015), that the human resources which industry needs from graduates of HEIs should have “Key Generic Skills” and “High Expertise” for their respective disciplines for them to contribute to the attainment of the medium to long-term national development goals of the Philippines. For SUCs to be able to produce human resources with the above qualities required by the industry, JICA suggested strengthening the curriculum, focusing on key generic skills which are expected for graduates, and the content of the curriculum that shall be relevant to the industry for students to acquire practical and hands-on experience.

Significant Relationship between the Level of Students’ Satisfaction on the Instructional Performance among Faculty Members and their Instructional Performance

Table 2  
Correlation of Level of Students’ Satisfaction on the extent of Instructional Performance

Variable	Instructional Performance		
	r-value	p-value	Decision
Students’ Satisfaction on Instructional Performance **Correlation is significant at the 0.01 level (2-tailed)	.308**	.001	Rejected

*Level of Students’ Satisfaction on the Instructional Performance among Faculty Members and their Instructional Performance.* Table 2 is the relationship between the level of students’ satisfaction on the instructional performance among faculty members and their instructional performance. The table above shows a spearman rho test which tested the null hypothesis ( $H_0$ ) that there is no significant relationship between the level of students’ satisfaction on the instructional performance among faculty members and their instructional performance. The null hypothesis is rejected. The r-value for students’ satisfaction is = -.308 with corresponding p-value of .001 which is significant at 0.01 level.

The results revealed that the level of students’ satisfaction with the instructional performance of faculty members has a significant relationship to their instructional performance. It implies that the level of students’ satisfaction has a statistically significant influence on the faculties’ instructional performance. The result complemented Lunzaga (2006) that students are much interested in the teacher’s reputation in teaching which after all teachers help them become mentally and morally prepared.

### 3. Conclusion

The study concludes that the instructional performance of the faculty members of the last three semesters was Very Satisfactory but is gradually plummeting on its rating. Students are Very Satisfied with the instructional performance except for the proper use of teaching techniques and instructional materials and giving constructive criticism. A correlation was revealed to the students’ satisfaction with instructional performance.

### 4. Recommendation

Based on the findings and conclusion of the study, the following are recommended to take action on the instructional practices to improve students’ satisfaction amid challenges in higher education in the 21st century:

1. A comprehensive review of the teaching and learning activities of the course syllabus may be conducted to achieve constructive alignment of the outcomes vis-à-vis teaching techniques and utilization of instructional materials.
2. Faculty members should provide constructive criticism to their students. Training on this is highly recommended.
3. The institution is encouraged to conduct more relevant learning and development interventions specifically on teaching strategies that will augment the plummeting instructional performance of the faculty members.

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