

## **Instructional Practices of Beginning TLE Teachers and Student Satisfaction among Secondary Schools of Sto. Tomas, Davao Del Norte**

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### **ABSTRACT**

*This study aimed to determine which domain of beginning teachers' instructional practices significantly influenced student satisfaction among secondary schools of Sto. Tomas, Davao del Norte. It used descriptive correlational research, with 236 students of beginning TLE teachers as the respondents. The researcher adapted research instruments both for instructional practices of beginning teachers and student satisfaction. The Mean, Pearsons R, and Regression were used to treat the gathered data. The results revealed that the level of instructional practices of beginning TLE teachers was practiced oftentimes, and students were very much satisfied with the Teaching, Assessment, and Generic Skills and Learning Experiences. It was confirmed that when the instructional practices of beginning teachers were always practiced, the students were very satisfied since the result revealed that there is a significant relationship between instructional practices of beginning TLE teachers and student satisfaction. Lastly, it is concluded that only planning strategies significantly influenced student satisfaction; other domains of instructional practices of beginning TLE teachers did not influence student satisfaction. The study serves as the basis for mentoring beginning teachers.*

*Keywords: education, instructional practices, beginning TLE teachers, student satisfaction, Philippines*

### **INTRODUCTION**

Dissatisfaction is widespread amongst students. Many students are left frustrated by some lecturers who do not maximize the use of the learning environment at all. Students' frustration is not new to the education system. In today's generation where technology becomes increasingly widespread, students are expected to have greater development in their academic journey (Reed, 2015).

In connection, teachers perform a significant job in the academic journey of the students. New teachers must apply suitable practices to meet student needs. The implementation of correct teaching practices plays a vital role in the classroom and it influenced the performance of the students. Therefore the instructional practices used should be fitted to the kind of students in the classroom, if not these may need to change (Knapp, 2013).

In addition, students are one of the relevant and qualified sources in determining the level at which the experiences inside the classroom are satisfying. Though student opinions are not direct measures of the effectiveness of their teacher and teaching practices, they provide legitimate indications of student academic achievement and satisfaction. There have been numerous researches connecting student satisfaction with the different effective teaching methods (Long, Ibrahim, & Kowang, 2013).

There are researches around on teaching practices and teacher quality. One of these is that teaching practice has four essential domains, i.e. planning, management, delivery, and monitoring or evaluation of student performance. Further, good teachers are skilled at planning, managing, instructing, and assessing the appropriate level of challenge and success when working with students (Kaiser, 2007). Likewise, there are

researchers around on student satisfaction and learning experience. One of these is that if there is a high level of student satisfaction, learning process, evaluation, and self-evaluation may improve (Ciobanu & Ostafe, 2014). In addition to the body of literature, the researcher has not come across any study correlating instructional practices of teachers to student satisfaction. Therefore, there is an urgency to conduct a study on what domain of the instructional practices of beginning TLE teachers best influence student satisfaction among the secondary schools of Sto. Tomas, Davao del Norte.

### **Objectives of the Study**

This research aimed to determine the influence of the instructional practices of beginning TLE teachers on student satisfaction among secondary schools in Sto. Tomas, Davao del Norte. Specifically, this research aimed to assess the level of beginning teachers' instructional practices in T.L.E. in terms of planning strategies, instructional strategies, assessment practices, parent relationships, and curriculum development. Second, it ascertained the level of student satisfaction in the instructional practices of beginning teachers in T.L.E in terms of teaching, assessment, generic skills, and learning experiences. Third, it determined the significant relationship between the level of instructional practices of beginning TLE teachers and student satisfaction among Secondary schools in Sto. Tomas Davao del Norte. Lastly, it determined which domain of instructional practices of beginning TLE teachers best influence student satisfaction among secondary schools in Sto. Tomas Davao del Norte.

## **METHODS**

### **Research Design**

The research employed the quantitative non- experimental research design. It consists of different variables that are not influenced by the researcher and instead are studied as they existed (Belli, 2008). This research used a survey to gather data that determined the beginning teachers' practices on teaching T.L.E. and the level of student satisfaction of secondary schools

in Sto. Tomas, Davao del Norte. A survey method is used to define the opinion, characteristics of the entire population (Creswell, 2014).

The research also employed the Correlational Research Design, which according to Creswell (2014) is used to describe and measure the degree of association or relationship between two or more variables or sets of scores. This was used in the study with the data on the instructional practices of the beginning teachers was correlated to the data on the level of satisfaction of the students in the instructional practices of the beginning teachers.

### **Research Locale**

The study was conducted in Sto. Tomas, a municipality situated in Davao del Norte, Region XI. It is a first class municipality with agriculture as one of the main sources of income, the others include banana plantation and rice farming. It is located in the North by the municipalities of Kapalong and Talaingod, in the East by the municipality of Asuncion, in the West by Davao City, and in the South by the municipality of Braulio E. Dujali and City of Panabo.

### **Population and Sample**

The subjects of the study were the beginning TLE teachers of Sto. Tomas National High School, Kimamon National High School, and Balagunan National High School. The beginning teachers were identified as those who had been teaching TLE for 0 months to 3 years in both Junior High School and Senior High School. The respondents of the study were the students of the beginning TLE teachers of Sto. Tomas National High School, Kimamon National High School, and Balagunan National High School. The students evaluated the instructional practices used by their teachers specifically on planning strategies, instructional strategies, assessment strategies, parent relationships, and curriculum development. Furthermore, respondents were also asked to rate their satisfaction with the teaching, assessment, and generic skills and learning experiences of their teachers. The study used random sampling using Slovin's Formula to determine the number of samples required.

The distribution of the respondents is as follows: Sto. Tomas National High School had the highest number of students with a total of 245 with a sample of 101 students, or 43 percent. Kimamon National High School had a total population of 200 with a sample of 83 students or 35 percent. Lastly, Balaganunan National High School which had a total population of 130, with a sample of 52 students or 22 percent.

### **Research Instrument**

This study on instructional practices of beginning TLE teachers and student satisfaction utilized two adapted questionnaires, which were simplified and contextualized by the researcher. The questionnaire for instructional practices of beginning TLE teachers were taken from the Middle-Level Leadership Center (2014) and the indicators were planning strategies, instructional strategies, assessment strategies, parent relationships, and curriculum development. The questionnaire was modified to contextualize the school setting and the questions were simplified and translated to Filipino to be easily understood by the respondents. The research instrument was personally administered by the researcher who explained the objectives of conducting the study. The questionnaire for the student satisfaction was taken from Measuring Student Satisfaction from the Student Outcomes Survey by Feiger (2012). The indicators were teaching, assessment, and generic skills and learning experiences. The questionnaire was modified to contextualize the school setting and the questions were simplified and translated to Filipino for the understanding of the respondents. Below is the range of means used in the student satisfaction in this study.

The first draft of the simplified and contextualized questionnaire was submitted to the research adviser for her comments and recommendations. A pilot testing was conducted to test the reliability of the instrument. After the pilot testing was done, the data were submitted to the statistician to test the reliability of the questionnaire with the use of Cronbach Alpha. The result was that the questionnaires were reliable since it posted a score of 0.972. After proven reliable, the questionnaires were given to the panel experts for validation. The validation

result was 3.80. The final revision of the questionnaire was made by incorporating the corrections, comments, and suggestions given by the expert validators.

### **Data Collection**

The researcher found the appropriate survey tools to be used in measuring both the instructional practices of beginning TLE teacher and student satisfaction. This was presented to the research adviser for comments, then later to the panel experts. Then validation sheets were secured from the Professional Schools for the research experts, internal and external, to validate the two questionnaires.

Next, the researcher wrote a letter to the Dean of Graduate School; this was noted by the research adviser to obtain permission to conduct the study. After granting the permission to conduct the survey, a letter of endorsement was issued by the Dean of the Professional Schools to the Division Superintendent of Davao del Norte, for the conduct of the study. The endorsement letter was personally handled by the researcher to the superintendent. The following were the attachments in sending the letter to the principal: information sheet about the study, student consent form, and the two questionnaires. After the request from the principal was granted, the researcher personally administered the survey to the students of the beginning TLE teachers. All questionnaires were accounted for and retrieved after two days and within a week, the questionnaires were collected, collated, and tallied for statistical analysis.

The tabulated data of survey responses were placed by the researcher in an Excel spreadsheet and then emailed to the statistician for statistical treatment. Descriptive statistics, including the mean, was used to determine the level of instructional practices of the beginning TLE teachers and student satisfaction. The Pearson Product Moment Correlation was used to answer research question 3 which determined if the variables were positively or negatively correlated. Multiple Regression Analysis was used to test research question 4 to find out which among the domains of instructional practices of beginning teachers best predict student

satisfaction. Soon after, the tables of statistical results were released by the statistician for the researcher to interpret.

**Statistical Tools**

The following statistical tools were used:  
**Mean.** This was used to measure the central tendency and to determine the level of beginning teachers’ instructional practices on teaching T.L.E and to determine the students’ satisfaction on beginning teachers’ practices.

**Pearson-r.** This was used to measure the linear correlation between two variables and to determine the significant relationship between the beginning TLE teachers instructional practices and the level of student satisfaction among Secondary schools in Sto. Tomas Davao del Norte.

**Regression.** Is the process of estimating relationship among variables; this test was used to determine which domains of instructional practices beginning teachers of TLE p significantly influenced the level of satisfaction of the students of Secondary schools in Sto. Tomas Davao del Norte.

**Results and Discussion**

Table 1  
*Level of Instructional Practices of Beginning TLE Teachers*

Indicator	SD	Mean	Descriptive Level
Planning Strategies	0.56	4.48	Very High
Instructional Strategies	0.61	4.28	Very High
Assessment Practices	0.68	3.51	High
Parent Relationships	0.88	3.08	Moderate
Curriculum Development	0.66	3.92	High
<b>Overall</b>	<b>0.44</b>	<b>3.85</b>	<b>High</b>

The study revealed that the overall instructional practices of beginning TLE teachers are high, which means that the instructional practice of beginning TLE teachers, as perceived by the

students is oftentimes manifested. The results further show that among the indicators of instructional practices of beginning TLE teachers, planning strategies is practiced at all times. This simply indicates that beginning teachers were very particular in lesson planning that in every instructional practice, careful planning is always done. The result of the study parallels the study of Siming (2015) that teacher preparedness is very good and satisfactory.

Additionally, novice teachers or beginning teachers’ planning strategy is a process influenced by personal and contextual factors (Tanner, et al., 2013). Furthermore, every instructional strategy and method always begins with careful, thorough, and organized planning. Further, when the beginning teachers follow correct planning process, it would become very easy for them to determine suitable curriculum, teaching strategies, and instructional resources which are very important to address the needs of the learners. Lastly, the planning strategies of the beginning teachers greatly influenced the learning content, learning objectives, learning experiences, and the chance of the learners to learn (Misulis, 2011).

The result also showed that the second indicator which got the highest mean was instructional strategies, which revealed that the instructional strategies of beginning TLE teachers are practiced at all times. This result was attested by Buseri and Dorgu (2011), who stated that teachers should be encouraged in every way to use instructional strategies as it makes learning more concrete and meaningful. Furthermore, Adediran (2014) confirmed that learners are expected to absorb and remember what is learned, thereby attaining result-oriented classrooms when their instructors learn to practice different teaching strategies that can encourage effective teaching and learning.

Curriculum development comes next after instructional strategies. According to the results, this indicator was oftentimes manifested as perceived by the students. According to Tessema et al. (2011), the effectiveness of the curriculum can be evaluated using direct

performance measures and by indirect performance measures.

The results further showed that the assessment practices were manifested oftentimes by the beginning TLE teachers as perceived by their students. The result of the study is similar to the study of Frey and Schmitt (2010) that most of the beginning teachers used traditional assessment, and most if not all of these assessments used were true-false tests. Furthermore, it also showed that other than true or false, writing assignments, short answers, fill in the blanks, and multiple choice were the other types. This study also showed that giving projects is the most used assessment, followed by multiple choice, short answer test, portfolios, fill in the blanks test, and essay test.

Lastly, the indicator with the lowest mean is parent-relationship, the students responded that this indicator was sometimes manifested. In contrast to the result, Adler and Rodman (2014) emphasized that teachers should make every effort to use a variety of effective strategies to make communicating with parents as informative and interactive as possible, integrating new communication means and yet holding on to the human touch. Every communication discussion, no matter what format, whether it is on the phone, over social media, or through letters, should include planned approaches and should be viewed as a great chance for educators to encourage parents and to support learning.

Table 2  
*Level of Student Satisfaction in Instructional Practices of Beginning Teachers in T.L.E.*

Indicator	SD	Mean	Descriptive Level
Teaching	0.48	4.47	Very High
Assessment	0.61	4.12	High
Generic Skills and Learning Experiences	0.54	4.40	Very High
<b>Overall</b>	<b>0.45</b>	<b>4.33</b>	<b>Very High</b>

On the level of student satisfaction in terms of teaching, assessment, and generic skills and learning experiences, the results are very high, which means that the students were very much satisfied. This result is similar to the study of Kayastha (2011), that most of the students are satisfied with the academic aspects and curriculum design, instructional delivery, and assessment in the University of Thailand. This simply tells that even though they are still a novice in the field of teaching, beginning teachers were still able to provide meaningful learning since the students were very much satisfied with their performance.

Moreover, the result is in consonance with the study of Ko and Chung (2014) that instructors have a better way of teaching, this can help increase learning satisfaction. Further, in order to achieve good teaching, teachers may develop and include a variety of instructional strategies, resources, and media, and use teaching objectives and student characteristics to guide student learning and learning satisfaction of learners.

In addition, the satisfaction level of students is also immensely affected by the attitude of teachers towards their teaching and how much they have prepared before delivering lectures. Additionally, the lecturer's subject knowledge is one competency that has a significant relationship to student satisfaction. This is because, without it, the lecturer is unable to provide the students with the relevant knowledge and skills required for that particular subject. Therefore, the more teachers are serious towards delivering knowledge, the more the students are satisfied (Siming, 2015; Long, et al., 2013).

The results of the study also revealed that generic skills and learning experiences are very high; this means that the students were very satisfied. The result of the study is in consonance with the study of Siming (2015) that the student experiences fall in the range of 5-3 on the measurement scale, which means very good and satisfactory. According to Elliot and Healy (2012), one of the dimensions of student satisfaction is an educational experience. Furthermore, Long, et al., (2013) posited that

students were the most relevant sources to determine which learning experiences were satisfying. Furthermore, Siming, (2015) discussed that better the experiences of the students the better will be their satisfaction.

Lastly, students are satisfied with the assessment, with a descriptive equivalent of high. This is consonance to the study of Kayastha (2011) that most of the students in the University of Thailand are above neutral in their satisfaction. Furthermore, Dong and Lucey (2013) believed that it is important to determine the relationship between student satisfaction and assessment performance since it attracts much attention, especially in teaching practitioners and academics because it may underpin powerful collaborations at work in students' educational experiences.

**Table 3**  
*The significance of the Relationship of Instructional Practices of Beginning TLE Teachers and Student Satisfaction among Secondary Schools*

Instructional Practices	Students' Satisfaction			Overall
	Teaching	Assessment	Generic Skills and Learning Experiences	
Planning Strategies	.126 (.052)	.117 (.074)	.279** (.000)	<b>.207** (.001)</b>
Instructional Strategies	.092 (.157)	.124 (.057)	.175** (.007)	<b>.157* (.016)</b>
Assessment Practices	.033 (.611)	.048 (.459)	.054 (.406)	<b>.055 (.401)</b>
Parent Relationship	-.034 (.603)	.012 (.860)	-.056 (.395)	<b>-.029 (.660)</b>
Curriculum Development	.045 (.495)	.124 (.056)	.031 (.633)	<b>.084 (.199)</b>
<b>Overall</b>	<b>.076 (.246)</b>	<b>.122* (.061)</b>	<b>.143 (.028)</b>	<b>.138* (.034)</b>

This study is anchored on the proposition of Matzler and Woessmann (2010), who discovered that teaching quality is directly related to student satisfaction. The result of the study confirmed that instructional practices have a

significant relationship to student satisfaction since the result revealed that the overall r-value is .139 with a p-value of .034 which is less than 0.05 level of significance. This proves that when beginning teachers are able to perform very well in the different instructional practices, there is a possibility that students will be able to satisfy on beginning teachers' performance. When students were satisfied, there is also a possibility that students will learn. This result is parallel to the study of Kayastha (2011), that the quality of academic aspects positively influences student satisfaction. Furthermore, Kayastha (2011), posited that there is a significant relationship between the academic aspects and student satisfaction of the students of the University of Thailand. The only difference between this and the researcher's study is his study used instructional practices while Kayastha used academic aspects.

**Table 4**  
*The significance of the Influence of Instructional Practices of Beginning TLE Teachers on the Students' Satisfaction*

Instructional Practices (Indicators)	Students' Satisfaction			
	B	B	t	Sig.
Planning Strategies	.129	.160	2.071	.039
Instructional Strategies	.051	.069	.828	.409
Assessment Practices	.021	.031	.412	.681
Parent Relationships	-	-	-.574	.567
Curriculum Development	.008	.012	.169	.866
R	.219			
R <sup>2</sup>	.048			
F	2.322			
P	.044			

The result of the study revealed that instructional practices of beginning TLE teachers significantly influence student satisfaction. This means that when instructional practices of beginning TLE teachers is high the students are also satisfied. This study also revealed that only 4.8 percent of

the instructional practices significantly influenced student satisfaction and 95.2 percent were influenced by other attributes or factors, which were not mentioned nor were part of the study. It was further revealed that only planning strategies significantly influence student satisfaction, in its singular capacity. All other indicators need the combination of all indicators to significantly influence student satisfaction. The result posited that when there is careful planning in instruction, students will be satisfied with teaching, assessment, and generic skills and learning experiences.

The result was parallel to the study of Long, et al., (2013) that the lecturer's competencies are the important factor in determining student satisfaction. Furthermore, it reveals that the lower the lecturer's competencies the lower the student satisfaction.

## CONCLUSION

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

The instructional practices of beginning TLE Teachers are high, but the result reveals that the indicators planning strategies and instructional strategies are very high, curriculum development and assessment practices are high, and parent relationships is moderate. Next, the study reveals a very high satisfaction in the instructional practices of beginning TLE teachers as perceived by the students. Further, it also reveals a very high satisfaction with teaching and generic skills and learning experiences but only gets a high satisfaction on assessment. Furthermore, the instructional practices of beginning TLE teachers are significantly related to student satisfaction. Lastly, instructional practices of beginning TLE Teachers significantly influence student satisfaction, especially planning strategies. Therefore, the results of the study confirm that teaching quality which is connected to instructional practices is directly related to student satisfaction (Matzler & Woessmann, 2010).

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