

Instructional Technology Delivery Mode, Teaching Effectiveness, and Students' Satisfaction: Inputs to Industrial Technology Program Enhancement

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ABSTRACT

The study determined the instructional delivery mode, teaching effectiveness, and student satisfaction in the industrial technology program using descriptive correlational design. It was conducted at the Laguna State Polytechnic University randomly selecting 550 students. The findings of the study showed that the profile of the respondents does not significantly moderate the relationship between the institutional delivery mode practices and their productivity. The level of instructional technology delivery mode practices is highly evident. The perceived level of teaching effectiveness is outstanding. The students' satisfaction in terms of quality of service provided and personnel attitude are all interpreted as 'excellent'. The test of correlation between the perceived instructional delivery mode and teaching effectiveness is found significantly related to the overall teaching effectiveness. Finally, the results of the regression analysis suggest that the attitude and overall instructional delivery model are factors that significantly affect the overall teaching effectiveness. The relationship between the institutional delivery mode and the teaching effectiveness and students' satisfaction is rejected. The profile does not significantly moderate the relationship between the variables under study. The institutional delivery mode singly is significantly related to the productivity of the respondents is rejected. The study suggests professional development to both administrators and teachers by examining the impact of situational factors on the efficacy of instructional delivery mode as well as empirically investigating and comparing the consequences of e-learning and digitized (online) mobile-learning on students' performance.

Keywords: Instructions, Satisfaction; Services; Effectiveness; Curriculum

About the presenter:

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