



Assessing teaching competence and students' satisfaction: Foundation for faculty development plan

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Abstract

In the Higher Education Institutions (HEIs), the faculty teaching competence, along with good services to students', should be given full attention and consideration for effective and efficient teaching-learning processes. The ability of teachers to motivate students to engage in learning, deliver content effectively, and adapt to diverse learning needs directly influence educational outcomes. This study assessed the faculty teaching competence and the satisfaction level of students, leading to the formulation of a faculty development plan. The study was administered to 238 out of a total student population of 1,297, as computed using Slovin's formula. A researcher-made survey questionnaire was used to gather data to assess the extent of the faculty's teaching competence and student satisfaction. The results showed that faculty teaching competence significantly influences the student's satisfaction. In addition, the students highly expressed their satisfaction in various aspects, including the services offered, the curriculum, and the learning facilities, but were slightly satisfied with the teaching techniques used. Furthermore, the results call for the administration to prioritize and allot funds for a comprehensive individual faculty development plan that supports faculty's continuous personal and professional growth, which will surely enhance their teaching competence. Likewise, opportunities for students to provide feedback on teaching techniques, curriculum, services offered, and facility improvements may be implemented to ensure their satisfaction.

Keywords: *faculty teaching competence, students' satisfaction, faculty development plan, assessment*

Article History:

Received: January 22, 2025

Accepted: June 7, 2025

Revised: March 18, 2025

Published online: June 9, 2025

Suggested Citation:

Briñosa, E.V. & Briñosa, D.E. (2025). Assessing teaching competence and students' satisfaction: Foundation for faculty development plan. *International Journal of Educational Management and Development Studies*, 6(2), 250-269. <https://doi.org/10.53378/ijemds.353215>

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1. Introduction

In today's educational setting, students aim to receive a high-quality educational experience to help them prepare for successful careers amidst intense global competition. To achieve this aspiration, faculty teaching competence and effectiveness play vital roles in enhancing student satisfaction and fostering a positive learning environment. As every educational institution holds an important responsibility in contributing to the development of human society, they must adapt to meet the diverse needs of learners and ensure effective educational delivery in a competitive global market. While universities and colleges face significant challenges due to rapid technological advancements, societal changes, and evolving teaching methods (Pentang, 2021), they must also address their responsibility in societal development by focusing on improving lives and prioritizing student welfare.

According to Dugenio et al. (2023), quality in the overall services of higher education institutions (HEIs) is essential in enhancing student satisfaction. Research also indicates that the quality of HEIs plays a major role in ensuring student satisfaction and overall institutional success (Tandilashvili, 2019; Harvey, 2022). Furthermore, Delfino (2019) notes that when students are satisfied with their teachers, they are more likely to attend classes regularly, participate actively, and perform better academically. Satisfied students also tend to speak positively about their school experience, which encourages more new students to enroll (De Koning et al., 2023). This creates a positive cycle in which good teaching leads to satisfied students (Altenieji).

On the other hand, Mamdouh and Ahrouch (2022) argue that faculty competence can be measured through student satisfaction levels. Additionally, according to Canuto (2024), assessing teaching competence is not only necessary for maintaining academic standards but also essential for understanding its impact on student satisfaction. Students respond positively when they feel that their instructors are well-prepared (Peccheone & Whittaker, 2016), use effective teaching methods (Ganyaupfu, 2013), and provide helpful feedback (Al Maharma & Abusa'aleek, 2022). These elements create a learning environment where students feel respected, supported, and motivated. Satisfied students, in turn, contribute to improving the institution's reputation and enrollment rates (Aman et al., 2023).

This study aims to assess faculty teaching competence and student satisfaction, focusing on the extent to which faculty teaching competence influences student satisfaction in areas such as teaching strategies, instructional materials, professional practices, and

interpersonal skills. It also seeks to determine the level of student satisfaction in terms of curriculum, learning facilities, services offered, and teaching methods or techniques, and whether there is a significant relationship between faculty teaching competence and student satisfaction.

2. Literature Review

2.1. Teaching Competence

Teaching competence is more than just having knowledge and skills, it includes a teacher's ability to respond to the changing and complex needs of education today (Canuto & Pagdawan, 2024). Additionally, a competent teacher must know how to use various teaching methods, demonstrate a positive attitude, and effectively utilize the facilities and resources provided by the school (Munna & Kalam, 2021). These factors help teachers create a learning environment where students can learn through collaboration and real-life experiences (Gratton, 2019). In higher education, these skills are especially important because teaching today is not just about delivering lessons; it's about helping students learn more effectively and actively (Doyle, 2023). When teachers apply their knowledge and use available tools creatively and effectively, they are seen as competent and capable of managing modern classrooms (Bankole & Olajide, 2024).

Moreover, teaching competence is an essential quality that every teacher must possess to support student learning and success. It includes mastery of the subject matter, the use of appropriate teaching strategies, and the ability to adapt lessons to meet the diverse needs of students (Kim & Seidman, 2019). Competent teachers are also flexible and continually seek to improve their teaching by learning new methods (Filgona et al., 2020). In today's dynamic educational environment, they must also integrate modern tools and technology to connect lessons with real-life contexts (Gopal et al., 2024). Additionally, effective communication and strong relationships with students contribute to a positive and productive learning environment (Majid et al., 2017). Furthermore, competent teachers make full use of available resources to make learning more meaningful and engaging (Jacob & Azeez, 2023). Thus, teaching competence is not only about what teachers know (Canuto et al., 2024), but also about how they teach using learning resources, how they connect with students, and how they continuously strive for improvement.

2.2. Student Satisfaction

Student satisfaction refers to how students perceive their overall experience at a higher education institution (Weerasinghe, 2017). This includes their views on the quality of teaching, the support they receive, and the availability and usefulness of school facilities (Lawrence et al., 2023). When students feel that their teachers are effective, lessons are clear, and the learning environment is comfortable and well-equipped (Munna & Kalam, 2021), they are more likely to be satisfied (Ikram & Husaina, 2023). Satisfaction is not just about comfort; it also reflects how well the institution meets students' needs as learners (McNair et al., 2022).

Student satisfaction plays a significant role in motivating students and supporting their academic success (Wong & Chapman, 2022). When students are satisfied with their educational experience, they are more likely to stay focused, perform well, and continue their studies with a positive mindset (Antaramian, 2017). Institutions that provide a high level of student satisfaction often experience better student outcomes and an enhanced institutional reputation (Mendoza & Lopez, 2024). Therefore, understanding what contributes to student satisfaction helps schools improve their services and better support students in achieving their academic goals (Stankovska, 2024).

2.3. Faculty Development Plan

A faculty development plan is important because it helps teachers grow professionally and keep pace with the evolving needs of education (Germuth, 2018). As classrooms continue to change with the integration of new technology and increasingly diverse learners (Samsudin, 2024), teachers must be prepared to adapt their teaching styles (Collie & Martin, 2016). An effective development plan provides training and programs that enable teachers to acquire new knowledge and enhance their skills (Germuth, 2018). This helps them better understand their students and deliver lessons in more effective and engaging ways (Darling-Hammond, 2021). Through a well-structured faculty development plan (Austin et al., 2023), educators can learn innovative teaching methods and stay current with the latest trends in education (Ali & Aly, 2024). It also supports their personal and professional growth by offering opportunities for reflection, improvement, and increased confidence in their teaching. In the long run, this leads to improved student outcomes and a stronger school community, as teachers are better equipped to meet the challenges of modern education (Germuth, 2018).

3. Methodology

3.1 Research Design

The study utilized a descriptive-correlational and comparative method. Descriptive research was employed to determine the extent of faculty teaching competence and the level of student satisfaction, while a correlational design was used to assess the relationship between faculty teaching competence and student satisfaction. According to Ritchie (2018), the descriptive-correlational and comparative method will lead to observing a large mass of the target population and making required conclusions about the variables.

3.2 Participants of the Study

The respondents of the study were chosen using random sampling technique where 238 out of a total student population of 1,297 were selected, as computed using Slovin's formula. They were taken from different program offerings of the university.

Table 1

Distribution of the participants

Program	Population	Number of Sample
BSED - English	78	14
-Mathematics	82	15
-Science	28	11
-TLE	27	5
BEED	100	13
BSIT	168	42
BSCpE	112	21
BSFI	127	9
BSCrim	100	43
BSTM	100	12
BSHM	155	29
BSEntrep	162	13
ABPOLSCI	58	11
Total	1,297	238

3.3. Instrumentation and Data Gathering Process

A researcher-made survey questionnaire was used to gather data on the faculty's teaching competence and the student's satisfaction level. The questionnaire was content validated by experts in the field of educational management and was subjected to test-retest reliability among ten respondents excluded from the actual samples using Cronbach alpha.

Table 2*Reliability result of the instrument*

Variables	R-Values	Description	Interpretation
I. Extent of Faculty Teaching Competence			
Teaching Strategies	0.98	Very High	Reliable
Institutional Materials	0.88	High	Reliable
Professional Practice	0.98	Very High	Reliable
Interpersonal Skills	0.89	High	Reliable
II. Level of Students Satisfaction			
Curriculum	0.83	High	Reliable
Learning Facilities	0.98	Very High	Reliable
Services Offered	0.89	High	Reliable
Teaching Techniques Used	0.82	High	Reliable

There are two parts in the questionnaire: part I, the extent of faculty teaching competence in terms of teaching strategies, instructional materials, professional practices and interpersonal practices; and part II, the level of student satisfaction in terms of curriculum, learning facilities, services offered and teaching methods/techniques.

A letter of request was sent to the University President for consent to conduct the study. Upon approval, the questionnaire was administered to the target participants in face-to-face setting.

3.4. Data Analysis

To determine the respondents' responses, the weighted mean was used to compute the average of the independent variable, extent of faculty teaching competence in terms of teaching strategies, instructional materials, professional practices and interpersonal practices. Likewise, it also used to calculate the dependent variable, the level of student satisfaction in terms of curriculum, learning facilities, services offered and teaching methods/techniques. On the other hand, ranking was used to determine the order of responses to facilitate analysis and interpretation and the Pearson's Product Moment Correlation Coefficient to determine the relationship between the extent of faculty teaching competence and the level of student satisfaction.

3.5. Research Ethics

The study considered the research protocols used in the data collection. The necessary permission and approval were sought, and the participants were informed of the research procedures. The respondents could withdraw from the study without incurring any consequences. The study ensured the confidentiality of the respondents' data and personal information.

4. Findings and Discussion

Table 1

Teaching competence

Indicators	Mean	Rank	Description
Teaching strategies	4.08	2	High Extent
Instructional materials	3.93	4	High Extent
Professional practices	4.27	1	High Extent
Interpersonal skills	4.06	3	High Extent
Overall Mean	4.09		High Extent

Table 1 shows that among the competencies of teachers in higher education institutions, the practice of professionalism has a mean score of 4.27, described as "to a high extent." This implies that teachers exhibit strong responsibility and commitment to ethical standards, which contribute to a more positive and respectful learning environment. According to Khan (2018), this indicates that teachers in higher education institutions demonstrate strong responsibility in various areas, such as implementing college policies and regulations (Wang, 2019), attending classes regularly (Barberos et al., 2019), recognizing students' potential through research and extension activities (Al Mahmarma, 2022), managing their time effectively (Olivo, 2021), exemplifying core values (Pihu, 2024), promoting the positive exchange of ideas (Sundh, 2019), and upholding ethical standards expected of government officials. This is important because it helps guide students and allows them to experience the true essence of their institution, inspiring and uplifting them (Johnson, 2017).

Moreover, the table shows that the competency related to the use of instructional materials has a mean score of 3.94. Although still described as "to a high extent," this area shows room for improvement. This suggests that while teachers are generally proficient in utilizing instructional materials, there may be untapped potential to further enhance their

impact in creating more engaging teaching and learning activities. Teachers are encouraged to integrate instructional materials more effectively into their lessons to support innovative teaching and better meet the diverse learning needs of students (Munna & Kalam, 2021).

Thus, the overall mean score of 4.09, also described as "to a high extent," reveals that teaching competence across multiple areas is at a high level. A high level of teaching competence contributes to better outcomes in lifelong learning. This indicates that teachers in higher education institutions are competent professionals who play a significant role in student learning and institutional development through responsible and innovative teaching practices (Asiyah et al., 2021).

Table 2

Level of satisfaction of students

Indicators	Overall Mean	Rank	Verbal Interpretation
Curriculum	3.45	2	Satisfied
Learning Facilities	3.37	3	Satisfied
Services Offered	3.51	1	Satisfied
Teaching Techniques Used	3.32	4	Satisfied
Overall Mean	3.41		Satisfied

Table 2 shows that students are generally satisfied with various aspects of their academic experience. Among the listed indicators, the services offered by the institution received the highest mean score of 3.51, which is described as "satisfied." This further shows that students' expectations are being met and that they are receiving the services they need. Most students appreciate the services provided (Tupari et al., 2023), such as counseling, guidance, library access, health services, and administrative support (Ubat & Villalon, 2024). These services appear to meet learners' needs and expectations, which is crucial in creating a positive learning environment (Won & Chapman, 2022). The high level of satisfaction in this area confirms that the institution is performing well in supporting students beyond the classroom (Mendoza & Lopez, 2024), which may also enhance their overall performance and well-being (Scherer & Leshner, 2021).

On the other hand, the teaching techniques used by instructors received the lowest mean score of 3.32, although still described as "satisfied." This implies that while teachers are applying strategies that somewhat satisfy students in terms of content delivery, these methods

may not fully engage students in the learning process, potentially leading to passive learning. This is worth noting because, although students are not completely dissatisfied, teaching methods are central to the learning experience (Abulhul, 2021). Effective teaching techniques help students better understand lessons, stay engaged, and become more motivated to learn (Munna & Kalam, 2021). The lower score in this area suggests that there may be a need for improvement or innovation in teaching strategies (Peace & Donald, 2024). It could indicate that while some students are content with current methods, others are seeking more interactive, inclusive, or modern approaches that better align with their learning styles (Amir et al., 2011).

Overall, the general mean score for student satisfaction across various aspects of the academic experience is 3.41, which is still described as “satisfied.” This indicates that students view their learning experiences positively and find them acceptable, including satisfaction with the curriculum, learning facilities, services offered, and teaching techniques used. Active learning pedagogy is a significant factor in increasing student satisfaction (Hyun & Lee, 2017). This result is a positive sign that the institution is meeting the basic needs and expectations of its students (Stankovska et al., 2024). However, it also highlights the need for continuous improvement, particularly in the area of teaching strategies, to maintain and potentially increase satisfaction levels (Padillo et al., 2021). Ensuring consistent development across all areas of education can lead to a more effective and meaningful learning journey for all students (Barrett et al., 2019).

Table 3

Relationship between the faculty teaching competence and the level of students' satisfaction

Faculty competence	Level of Satisfaction							
	Curriculum		Learning facilities		Services offered		Teaching techniques	
	r-value	Result	r-value	Result	r-value	Result	r-value	Result
Teaching strategies	0.401	Significant	0.221	Significant	0.351	Significant	0.434	Significant
Instructional materials	0.477	Significant	0.309	Significant	0.401	Significant	0.488	Significant
Professional practices	0.548	Significant	0.326	Significant	0.427	Significant	0.483	Significant
Interpersonal skills	0.541	Significant	0.28	Significant	0.406	Significant	0.534	Significant

Notes: Level of significance: 0.05; Critical r-value: 0.128; Degrees of freedom: 232

Table 3 shows the relationship between the faculty teaching competence and the level of students' satisfaction. There is a significant relationship between faculty teaching competence in terms of teaching strategies and the level of student satisfaction in terms of curriculum, learning facilities, services offered, and teaching techniques used. This is supported by the computed r-values of 0.401, 0.221, 0.351, and 0.434 which is greater than the

critical r-value of 0.128 using 232 degrees of freedom at the significance level of 0.05. Thus, the null hypothesis is rejected. The results emphasize the important roles of faculty teaching competence not only on the content of teaching activities employed by the teachers but also enhancing students' perceptions on the effective teaching strategies and strengthened educational experiences resulting to their satisfaction in all aspects of learning environment. This indicates that the teaching strategies used in the institution were not limited to only one area or department, but rather included all parts of the institution (Munna & Kalam, 2021). The teachers and administrators worked together, using various methods and techniques from different areas to support the students' learning and development (Schleifer et al., 2017). These strategies were carefully planned and applied to meet the needs of every student, no matter their background or learning style (Aliya et al., 2021). Through this, the institution showed a strong commitment to helping students grow not only in academics but also in other important aspects of their lives (Datnow et al., 2022). The goal was to ensure that every student had a fair chance to succeed and feel satisfied with their learning experience (Gray & Diloreto, 2016). These efforts suggest that the school created an environment where students felt encouraged, supported, and motivated to do their best (Johnson, 2017). The use of well-rounded teaching strategies helped in guiding the students to become more confident, independent, and capable individuals, reaching their full potential and achieving personal satisfaction in their educational journey (Paolini, 2015).

There is a significant relationship between faculty teaching competence in terms of instructional materials and level of student satisfaction in terms of curriculum, learning facilities, services offered, and teaching techniques used. This is supported by the computed r-values of 0.477, 0.309, 0.401, and 0.488 which are greater than the critical r-value 0.128 using degrees of freedom 232 at the significance level of 0.05. Thus, the null hypothesis is rejected. The findings show that faculty competence in developing and utilizing instructional materials is a key factor of students' satisfaction. This implies that the instructional materials used by teachers in HEIs are not only effective in delivering lessons but are also successful in meeting the academic and personal learning needs of the students (Irumba, 2024). These materials appear to be well-designed, engaging, and aligned with the course objectives, which help students better understand the subject matter and perform well in their academic tasks (Alfauzan & Tarchouna, 2017). Moreover, the fact that students express satisfaction with these materials suggests that they find them useful, accessible, and relevant to their studies (Reyes

& Enciso, 2025). It also shows that the teachers are mindful of using resources that support different learning styles and encourage active participation in class (Alabi, 2024). The effectiveness of these materials likely contributes to improved learning outcomes, higher student motivation, and a more positive overall classroom experience. In turn, this satisfaction can lead to greater confidence among students, stronger academic performance, and a deeper interest in the subjects being taught (Daniel et al., 2024). Therefore, the results highlight the importance of continuously developing, evaluating, and enhancing instructional materials to ensure they remain suitable for the changing needs and expectations of students in higher education (Wiley et al., 2021).

There is a significant relationship between faculty teaching competence in terms of professional practices and level of student satisfaction in terms of curriculum, learning facilities, services offered, and teaching techniques used. This is supported by the computed r -values of 0.548, 0.326, 0.427, and 0.483 which are greater than the critical r -value 0.128 using degrees of freedom 232 at the significance level of 0.05. Thus, the null hypothesis is rejected. The results reveal that faculty professionalism affects students' satisfaction in enhancing teaching-learning environment. This means that teachers in higher education institutions value professionalism in all manners and ways (Tatto, 2021). They believe that acting professionally is important not only inside the classroom but also outside of it (Mrsstrickey, 2024). This includes being respectful to colleagues, students, and staff, following school rules, meeting deadlines, dressing appropriately, and speaking in a polite and clear manner. Teachers also understand that professionalism reflects their commitment to their job, the institution, and the development of their students (Geletu, 2022). By being professional, they show that they are serious about their roles as educators and role models. They also believe that professionalism helps create a positive learning environment where students feel respected and motivated (Laren & McCormick, 2021). Furthermore, it strengthens their relationships with coworkers and encourages teamwork and communication (Anung & Teguh, 2024), the strong focus on professionalism among faculty members suggests that they are aware of their responsibilities and the impact of their actions on the academic community (Owusu-Agyeman & Moroeroe, 2021). This high regard for professionalism highlights how higher education teachers strive to maintain high standards in teaching, research, and community service, which benefits the school as a whole (Tatto, 2021).

There is a significant relationship between faculty teaching competence in terms of teaching techniques used and level of student satisfaction in terms of curriculum, learning facilities, services offered, and teaching techniques used. This is supported by the computed r -values of 0.548, 0.326, 0.427, and 0.483 which are greater than the critical r -value 0.128 using degrees of freedom 232 at the significance level of 0.05. Thus, the null hypothesis is rejected. The findings highlight the function of teaching techniques that measures teaching competence that affects the students' satisfaction across multiples aspects of achieving total students' engagement for better outcomes. The teaching techniques used by teachers in higher education institutions are generally effective and meet the satisfaction of the students (Mastrokourou et al., 2022). It shows that many students feel that their teachers are using strategies and methods that help them understand lessons better, stay engaged in class, and learn more easily (Han, 2021). When students are satisfied with how they are being taught, it often means that the classroom environment is supportive, the lessons are clear, and the activities are helpful in developing their knowledge and skills (Gray & Diloreto, 2016). The positive response of the learners can also reflect that the teachers are well-prepared, approachable, and use varied approaches that match the students' learning needs and preferences (Chen et al., 2024). Furthermore, effective teaching methods may include the use of technology, interactive discussions, group work, real-life examples, and timely feedback, which can all contribute to improved academic performance and student motivation (Kamran et al., 2023). Therefore, the satisfaction of the learners can be seen as a good sign that the teaching practices being used are not only appropriate but also meaningful and impactful in the learning process of students in higher education (Mendoza & Lopez, 2024).

5. Conclusion

The findings of the study showed that the faculty teaching competence significantly influences the students' satisfaction. There is a significant relationship between faculty teaching competence and the level of student satisfaction with the computed critical r -value of 0.128 using 232 degrees of freedom at the significance level of 0.05, having rejected null hypotheses. The faculty exhibited a high extent of competence in their teaching performance. In faculty teaching competence, the results also revealed that although professional competence, teaching strategies, interpersonal skills, and instructional materials were all perceived to a high extent, faculty must still engage more in the preparation/ development of

instructional materials (IMs) to cater to the needs of the students. In addition, the students expressed their satisfaction in various aspects, including the services offered, curriculum, and learning facilities, but were slightly satisfied with teaching techniques.

Since the results fall low on the instructional materials and the teaching strategies/ methods used, these results call for the administration to prioritize and allot funds for a comprehensive individual faculty development plan that supports faculty's continuous personal and professional growth, which will surely enhance their competence. Likewise, opportunities for students to provide feedback on courses, teaching styles, curriculum and improvement of facilities may be implemented to ensure their satisfaction.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by MinSU RDE department.

Institutional Review Board Statement

This study was conducted in accordance with the ethical guidelines set by Mindoro State University. The conduct of this study has been approved and given relative clearance(s) by Mindoro State University.

AI Declaration

The author declares the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used Chatgpt in searching for relevant related literature to corroborate the study; Grammarly in paraphrasing ideas; and MyBib in generating citations. The author takes full responsibility for ensuring proper review and editing of content generated using AI.

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Appendices

Appendix A

Teaching competence in terms of teaching strategies

Teaching Strategies	Mean	Rank	Description
Employs varied strategies in delivering the lessons to stimulate students' thoughts and ideas.	4.15	2	High Extent
Determines the strategies effectiveness through conducting evaluation	4.04	6	High Extent
Provides activities to enhance students' talents and skills.	4.27	1	High Extent
Allows students to exhibit independence in the activities being done.	4.07	4	High Extent
Creates situational activities for the students to gain accurate and updated content information	4.05	5	High Extent
Utilizes teaching methods/ approaches to develop students' higher order thinking skills teaching.	4.12	3	High Extent
Improves ways in delivering information using latest adopted technology.	4.01	7	High Extent
Designs seminar/ training for innovation purposes.	3.88	8	High Extent
Overall Mean	4.08		High Extent

Appendix B*Teaching competence in terms of instructional materials*

Instructional Materials	Mean	Rank	Description
Prepares Instructional Materials such as Books, Module Workbooks used in their respective classes.	4.11	1	High Extent
Provides the use of ICT in every discussion of the lessons.	4.02	2	High Extent
Designs instructional materials for individual and collaborative types of students.	3.95	4	High Extent
Exposes students to global awareness with computer related technology.	3.99	3	High Extent
Uses indigenous materials to develop students' creativity resourcefulness.	3.70	8	High Extent
Utilizes Instructional Materials that are evaluated by members of the Evaluation Committee.	3.88	7	High Extent
Makes effective use of IMs to develop students' individual needs and their multiple intelligences.	3.94	5.5	High Extent
Publishes IMs for credible and relevant information	3.94	5.5	High Extent
Overall Mean	3.94		High Extent

Appendix C*Teaching competence in terms of professional practices*

Professional Practices	Mean	Rank	Description
Implements college policies and Regulations religiously.	4.30	3	High Extent
Attends his/her classes regularly.	4.37	2	High Extent
Imparts knowledge and skills for the benefits of the students as well as with his/her colleagues.	4.26	5	High Extent
Recognizes the potentials of the students in the varied activities including the conduct of research and extension.	4.16	7.5	High Extent
Manages time in the performance of his task.	4.16	7.5	High Extent
Exemplifies the Core Values Resilience, Integrity, Commitment and Excellence.	4.42	1	High Extent
Promotes positive exchange of opinions / ideas.	4.27	4	High Extent
Practices the provision of RA 6713 other known as Ethical Standards for gov't official and employees.	4.19	6	High Extent
Overall Mean	4.27		High Extent

Appendix D*Teaching competence in terms of interpersonal skills*

Interpersonal Skills	Mean	Rank	Description
Maintains harmonious relationship between faculty and students.	4.21	1	High Extent
Shows standards and openness in all business transactions.	4.01	6	High Extent
Responds immediately to the needs of his/her clientele	3.96	8	High Extent
Accepts criticism/ feedbacks judiciously from his/her subordinate.	3.99	7	High Extent
Exhibits flexibility and adaptability to the changing circumstance.	4.03	5	High Extent
Demonstrates concerns to every student in class for independent study and research.	4.09	3.5	High Extent
Recognizes individual for his/her commendable performance.	4.09	3.5	High Extent
Demonstrates fair treatment to the students, faculty and staff.	4.11	2	High Extent
Overall Mean	4.06		High Extent

Appendix E*Students satisfaction in terms of curriculum*

Curriculum	Mean	Rank	Description
Conforms to the CHED requirement	3.51	3.5	Highly Satisfied
Has competent teaching and non - teaching force	3.33	8	Satisfied
Adapts the Kto12 curriculum	3.48	5	Satisfied
Updates curriculum to scholarly ideas and researches	3.52	2	Highly Satisfied
Performs open source/ online sharing of information/resources and strategies	3.53	1	Highly Satisfied
Creates Classroom learning suited to its diverse learners	3.41	6	Satisfied
Provides opportunity for the utilization of latest technology / IMs for teaching innovations.	3.36	7	Satisfied
Has relevant knowledge contents	3.51	3.5	Highly Satisfied
Overall Mean	3.45		Satisfied

Appendix F*Students satisfaction in terms of learning facilities*

Learning Facilities	Mean	Rank	Description
Classroom	3.48	3	Satisfied
Library	3.68	1	Highly Satisfied
Audio Visual Room	3.18	5.5	Satisfied
Laboratories	3.22	4	Satisfied
Canteen	3.18	5.5	Satisfied
Clinic	3.50	2	Highly Satisfied
Overall Mean	3.37		Satisfied

Appendix G*Students satisfaction in terms of services offered*

Services Offered	Mean	Rank	Description
Administrative Services			
1.1 Accounting	3.55	5.5	Highly Satisfied
1.2 Cashier	3.58	3	Highly Satisfied
1.3 Admissions	3.55	5.5	Highly Satisfied
1.4 Registrar	3.62	2	Highly Satisfied
Food Services	3.30	10	Satisfied
Library	3.69	1	Highly Satisfied
Guidance and Counseling	3.57	4	Highly Satisfied
Security	3.46	7	Satisfied
Extra-Curricular Activities	3.40	8	Satisfied
Community Involvement- extension / outreach	3.36	9	Satisfied
Overall Mean	3.51		Highly Satisfied

Appendix H*Students satisfaction in terms of teaching techniques used*

Teaching Techniques Used	Mean	Rank	Description
Reporting	3.55	1	Highly Satisfied
Filmshowing	3.12	8	Satisfied
Projects	3.39	3	Satisfied
Case Study	3.22	7	Satisfied
Informal Creative Group	3.33	6	Satisfied
Simulation	3.26	6	Satisfied
Workshop	3.28	5	Satisfied
Multimedia (computer, internet, google meet, zoom app, Trello, Edmodo, etc.)	3.42	2	Satisfied
Overall Mean	3.32		Satisfied