"Voices of Future Educators: An Exploration of Bachelor of Secondary Education Student Satisfaction"

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ABSTRACT

Student satisfaction remains a continuous challenge in higher education, particularly when instructional quality, curriculum support, and technological integration fail to meet evolving expectations. This study investigated how these factors influence the experiences of students in the Bachelor of Secondary Education (BSEd) program. Using a correlational–predictive mixed-methods design, data were gathered from all 101 graduating students through structured surveys and content analysis. Descriptive statistics, Pearson correlation, regression analysis, and thematic analysis were employed to evaluate instructional quality, curriculum relevance, technological integration, and satisfaction. Results revealed that students rated instructional quality, curriculum clarity, and practical-technological integration at very high levels, with strong positive correlations among these variables and satisfaction. Regression analysis identified curriculum relevance and practical-technological integration as significant predictors, while instructional quality was less influential when combined with other factors. Students valued faculty competence, mentorship, and curriculum alignment with professional goals, but reported challenges such as heavy workload, difficult subjects, time management, and limited resources. Suggestions emphasized improving communication, enhancing experiential learning, modernizing the curriculum, and strengthening faculty development. Findings affirm Herzberg's Two-Factor Theory, showing that motivators such as curriculum relevance and mentorship drive satisfaction, while hygiene factors like resources and fairness prevent dissatisfaction.

Keywords: student satisfaction, instructional quality, curriculum relevance, technology integration, experiential learning

INTRODUCTION

The Problem and Its Setting

Student satisfaction remains a pivotal concern in higher education, particularly when institutions struggle to align their academic support services, learning environments, and institutional responsiveness with the evolving expectations of students (Clemons & Jance, 2024; Chen, Chen, & Yang, 2023). A persistent problem in student satisfaction is the gap between anticipated and actual academic experiences, whether in assessment outcomes or institutional services, which continues to impact how students perceive their educational experience negatively (Elliott & Healy, 2001; Marques, Hernández,-Leo, & Castillo, 2025). Suboptimal instructional quality, inadequate academic advising, and restricted access to essential resources diminish students' overall Satisfaction with the institution. This issue is especially prevalent in large educational institutions, where students frequently perceive themselves as anonymous student body members, leading to decreased engagement and disconnection from faculty and administrative support (Weerasinghe & Fernando, 2017).

A study in Pakistan's private HEIs found that deficiencies in instructional materials, support services, and classroom facilities significantly compromised student satisfaction (Ikram, Saleem, & Mehmood, 2025). In Saudi Arabia, the study of Alyoussef and Omer (2023) confirmed that weaknesses in technology-enhanced learning implementations, particularly low self-efficacy and unclear benefit perceptions, hampered student

adoption and Satisfaction. Persistent inadequacies in academic service quality remain a critical barrier to achieving student satisfaction in higher education, particularly when institutional support and responsiveness fall short of evolving student expectations. A cross-institutional study conducted in Indonesia demonstrated that such deficiencies significantly diminish students' perceived quality of the academic experience and jeopardize their loyalty and trust in the institution (Supriyanto, Burhanuddin, Sunarni, et al., 2024). A Namibia-based study linked poor technology integration in teaching to reduced student satisfaction, underscoring persistent alignment issues between institutional readiness and student expectations (Semente, 2017).

The sudden shift to remote learning in Philippine higher education exposed longstanding challenges about student satisfaction in integrating ICT into academic systems. Preservice BSEd and BEEd students confronted substantial difficulties adapting to digital modalities due to outdated infrastructure, limited digital competencies, and insufficient institutional support (Gesta, Lozano, & Patac, 2023; Abucayon, 2016; Jordan, Sañosa, & Caotivo, 2021). Studies from public and private institutions also identified gaps in teacher training, unreliable internet connectivity, and unfamiliarity with digital platforms as the main barriers to effective online instruction (Lucero et al., 2022; Fabito et al., 2020). These relentless issues emphasize the need for teacher education programs to implement inclusive and sustainable digital initiatives.

Teacher education institutions (TEIs) in Davao City continue to struggle with inconsistent ICT integration, primarily due to inadequate training, limited faculty expertise, and scarce technological resources (Gupeteo, 2014). Comparable challenges persist in Sarangani, where science teachers face restricted access to digital tools and minimal institutional backing (Arellano & Lumogdang, 2025). These ongoing issues reflect broader regional disparities in ICT readiness. While existing studies have explored technology use and institutional support in general terms, there remains a noticeable gap in understanding how these factors influence student satisfaction within the Bachelor of Secondary Education (BSEd) program, particularly in the context of Davao. This study addresses that gap by offering localized, program-specific insights to inform targeted interventions and improve teaching quality and student learning experiences.

Significance of the Study

This study provides critical insights that enable stakeholders to make evidence-based modifications in the Bachelor of Secondary Education (BSEd) program. By foregrounding student perspectives, the findings inform decisions on faculty development, curriculum design, and resource allocation, thereby enhancing instructional quality and institutional responsiveness. For administrators, the results serve as a basis for strategic planning, while mentors are guided to adopt practical pedagogical techniques and integrate technology to foster deeper engagement and improved learning outcomes. Valuing student experiences contributes to a more inclusive and supportive learning environment, consistent with the principles of SDG 4: Quality Education, which emphasizes equitable access, lifelong learning, and the preparation of competent educators. Furthermore, the study establishes a platform for future research on the interplay between instructional quality, learning methodologies, and teacher preparation, ultimately shaping the trajectory of teacher education in the Philippines.

Statement of the Problem

Students in the Bachelor of Secondary Education (BSEd) program develop their knowledge through their experiences. With an emphasis on the three independent variables, like technological integration, curriculum support, and instructional quality, actively shaping these experiences, this study aimed to investigate how these factors affect student satisfaction. Under the direction of the following research goals, the study intends to provide practical insights that can enhance the delivery of BSEd programs and promote more significant learning outcomes by examining their impact, and seeks to answer the following objectives:

- To assess the level of Instructional Quality in terms of Quality of Instruction, Support from Academic Advisers, Classroom Management, and Teaching Strategies. Curriculum and Resources in terms of Clarity and Relevance of Curriculum, Availability of Learning Materials, and Timeliness of Academic Schedules. Practical and Technological Integration in Hands-On Practice and Internship, Integration of

Technology, Preparation for Licensure Examination for Teachers. Students' Satisfaction in terms of Experiences of Student Satisfaction with the Bachelor of Secondary Education Program.

- To determine the significant relationship between Instructional Quality, Curriculum and Resources, Practical and Technological Integration, and Student Satisfaction.
- To determine which Instructional Quality, Curriculum and Resources, and Practical and Technological Integration significantly predict Student Satisfaction.
- To determine what aspects of the Bachelor of Secondary Education (BSED) program students value most.
- To determine what aspects of the Bachelor of Secondary Education (BSED) program students like least or find most challenging.
- To identify students' suggestions for improving the Bachelor of Secondary Education (BSED) program.

Hypotheses

The following hypotheses were tested using a 0.05 level of significance.

Ho1: There is no significant relationship between Instructional Quality, Curriculum and Resources, Practical and Technological Integration, and Student Satisfaction.

Ho2: Instructional Quality, Curriculum and Resources, and Practical and Technological Integration do not significantly predict Student Satisfaction.

THEORETICAL FRAMEWORK

Herzberg's Two-Factor Theory was first introduced in 1959 by Frederick Herzberg in his book The Motivation to Work**,** posits that satisfaction and dissatisfaction are not opposite ends of the same continuum but are driven by two distinct sets of factors.

Specifically, Herzberg argued that motivators (such as achievement, recognition, responsibility, and opportunities for growth) lead to genuine satisfaction when present, while hygiene factors (such as salary, policies, working conditions, and fairness) only prevent dissatisfaction but do not create satisfaction on their own.

CONCEPTUAL FRAMEWORK

In the context of this study, the theory asserts that student satisfaction arises from motivators such as engaging curriculum, supportive faculty, and recognition of achievements. Meanwhile, dissatisfaction is linked to poor facilities, unfair evaluation, or disorganized administration, classic hygiene factors. This dual-factor insight emphasizes that institutions must go beyond fixing problems (removing dissatisfaction) and actively cultivate motivating experiences to foster genuine student satisfaction.

Figure 1 presents the conceptual framework for this study, which also shows the relationship between student satisfaction and the three main factors of the BSEd program: curriculum and resources, instructional quality, and practical and technological integration. These independent variables include effective teaching, academic assistance, curricular relevance, technology use, hands-on learning, access to learning resources, and licensure preparation.

They are supposed to affect students' insights and experiences in the classroom when taken as a whole. The framework emphasizes how critical it is to improve these areas to raise student satisfaction and overall program efficacy. This study uses the theory as a model to framework, and to explore how curriculum support, technological integration, and instructional quality affect student satisfaction in the BSEd program, highlighting the necessity of ongoing pedagogical practice improvement.

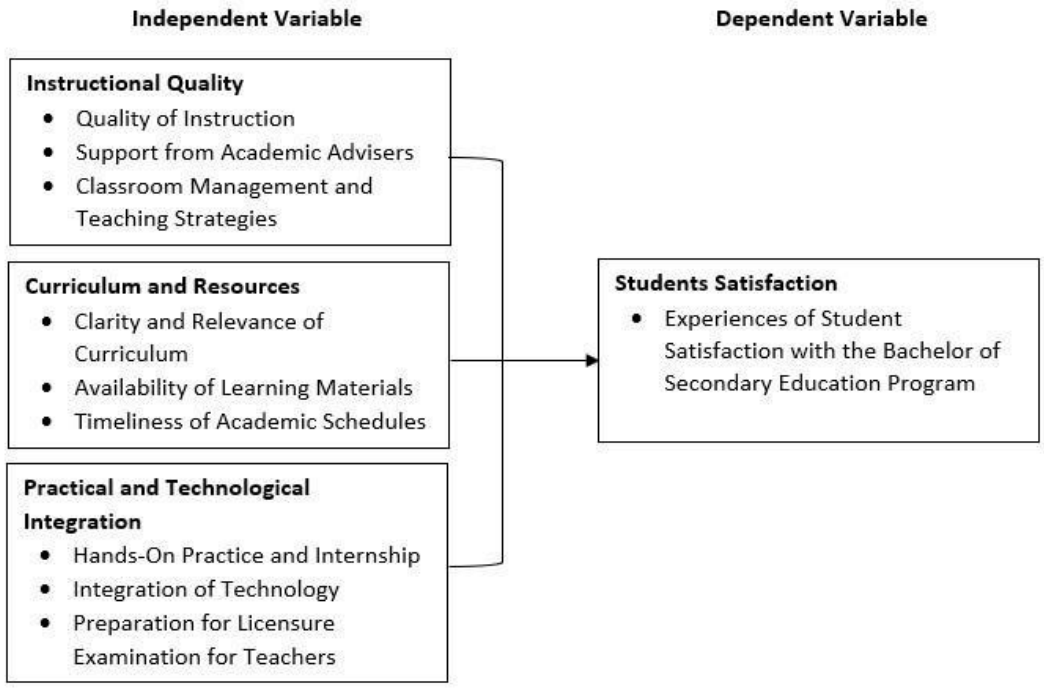


Figure 1. The Conceptual Framework

METHODS

This chapter encapsulates the approach used to examine how valuable learning limitations are as factors that affect student satisfaction in the higher education framework. It also discussed the implementation of the descriptive-predictive research design. Furthermore, the study presented in this chapter utilized structured surveys to gather data and employed analytical methods to interpret the results. By observing ethical protocols, this chapter reinforced and upheld the research process's integrity, including informed consent, confidentiality, and voluntary involvement of the respondents.

Research Design

Using a Correlational–Predictive Mixed-Methods Research Design utilizing Survey and Content Analysis, Orcullo and Elesio (2024). This approach combines the insights from understanding what had happened to predict what might happen. This study investigated the effects of curriculum support, technology integration, and instructional quality on student satisfaction in the BSEd program. While the descriptive component documented the students' proficiency levels, the predictive component investigated the relationship between these factor components and satisfaction levels. The researcher administered a structured survey to a purposive sample of respondents to determine which factors most significantly influenced the BSEd students' academic Satisfaction. Descriptive statistics and inferential techniques, such as multiple regression and Pearson correlation, were used to evaluate the data.

Locale of the Study

An institution of higher learning that is sectarian and located at the crossroads of Sta. Ana Avenue, corner C. De Guzman St., Barangay 14-B, Davao City. In addition to various related fields, the college, viewed as one of the more established in the region, provides teacher education programs that are level three PAASCU-accredited. Its values-centered approach, which incorporates faith and service into its teaching practices and faculty development initiatives, is just as well-known as its academic rigor.

Sample and Sampling

The sampling strategy used in this study was total enumeration, a census of 101, 4th year students targeted all

graduating students enrolled in the selected institution's Bachelor of Secondary Education (BSEd) program. Since the study aimed to grasp program satisfaction thoroughly, the researcher chose all graduating students to comprise the sample population. Before engaging in graduation-related activities, these students had to complete the questionnaire through a Google form with a structured survey to record their academic experiences, particularly regarding curriculum support, technological integration, and instructional quality. The study's inclusion of all BSEd candidates guaranteed broad representation and reduced sample bias, enabling a more precise and significant interpretation of the results.

Research Instrument

This study's primary instrument was a structured survey questionnaire to gauge student contentment and the variables affecting it. With the help of closed-ended questions evaluated on a 4-point Likert scale, which goes from 4 (very satisfied), 3 (satisfied), 2 (less satisfied), and 1 (not satisfied), students were able to express their opinions regarding various parts of the BSEd program. The researcher included three open-ended questions to complement and enrich the quantitative findings, allowing participants to provide in-depth thoughts and recommendations for program enhancements. The instrument used was undergone reliability test using the Cronbach's Alpha with a reliability coefficient of 0.933.

Data Gathering Technique

The researcher officially requested permission from the relevant institutional entities, such as the dean and the head of the Teacher Education Department, before starting the data gathering process. In a formal written request, the researcher outlined the study's goals, parameters, and ethical considerations. After obtaining authorization, the researcher enlisted program advisers to help facilitate and encourage student participation. To guarantee clarity and accessibility, the survey, which the researcher distributed via Google Forms, was meticulously created and examined. It had both open-ended items to allow students to offer more in-depth ideas and closed-ended questions scored on a 4-point Likert scale. All BSEd graduates received the form via official digital channels, including learning management systems, school email lists, and group chats.

The respondents were informed about the purpose of the study and given privacy assurances before answering. Voluntary participation was encouraged, and widespread participation was ensured by scheduling events before graduation requirements. After completing the survey, the researcher gathered the responses digitally, downloaded them through the platform's dashboard, and meticulously arranged them for examination. After processing the data, the researcher applied the appropriate statistical techniques to guarantee precise interpretation and significant results.

Data Analysis

The study employed both qualitative and statistical methods to meet its goals. The mean represented the average degree of Satisfaction with curriculum support, technological integration, and instructional quality. The standard deviation demonstrated how consistently students rated their experiences, revealing variances in replies.

Pearson correlation evaluated the direction and strength of the associations between variables, and regression analysis determined which factors were most important in influencing student satisfaction. Thematic analysis detected recurrent themes and insights in open-ended responses, giving the results more depth. A thorough understanding of how instructional elements influenced students' experiences in the BSEd program was made possible by the combination of these resources.

Ethical Consideration

The researcher strictly followed ethical protocols to ensure transparency and protect the rights of all respondents. Institutional authorities granted formal approval before the researcher began data collection. The researcher secured informed consent through a digital form embedded in the survey and clearly explained the study's objectives to graduating BSEd students. Respondents voluntarily joined the study,

remained anonymous, and did not provide any personally identifiable information. The researcher exclusively accessed the responses and securely stored all data. To maintain the integrity of the research and honor respondents' perspectives, the researcher carefully handled all open-ended responses.

RESULTS

The results section is structured to present the descriptive analysis of instructional quality, curriculum and resources, practical and technological integration, and student satisfaction, followed by the correlation analysis examining the relationships among these variables. The regression analysis then identifies the significant contributors to student satisfaction, while the qualitative findings provide deeper insights into students' perceptions of the program's strengths, challenges, and suggested improvements.

Descriptive Results

The results in Table 1 indicates that the overall descriptive levels of instructional quality, curriculum and resources, practical and technological integration, and students satisfaction.

Table 1. Descriptive Analysis. (n = 101)

Variables	SD	Mean	Descriptive Level
Instructional Quality	**0.54**	**3.45**	**Very High**
Quality of Instruction	0.57	3.45	Very High
Support from Academic Advisers	0.58	3.50	Very High
Classroom Management and Teaching Strategies	0.67	3.40	Very High
Curriculum and Resources	**0.58**	**3.43**	**Very High**
Clarity and Relevance of Curriculum	0.58	3.60	Very High
Availability of Learning Materials	0.86	3.23	High
Timeliness of Academic Schedules	0.59	3.47	Very High
Practical and Technological Integration	**0.61**	**3.45**	**Very High**
Hands-On Practice and Internship	0.57	3.56	Very High
Integration of Technology	0.81	3.28	Very High
Preparation for Licensure Examination for Teachers	0.67	3.50	Very High
Students Satisfaction	**0.69**	**3.38**	**Very High**

The results in Table 1 indicate that the overall instructional quality (Mean = 3.45, SD = 0.54) was rated very high, suggesting that students perceive their learning experiences as highly satisfactory and effective. This reflects the competence of instructors in delivering lessons that promote meaningful learning. The indicators, quality of instruction (Mean = 3.45), support from academic advisers (Mean = 3.50), and classroom management and teaching strategies (Mean = 3.40), all achieved very high descriptive levels. These findings

imply that teachers demonstrate professionalism, responsiveness, and effective classroom practices that foster a positive and engaging learning environment.

In terms of curriculum and resources (Mean = 3.43, SD = 0.58), students rated the construct as very high, highlighting the curriculum's relevance and clarity (Mean = 3.60) and the timeliness of academic schedules (Mean = 3.47). However, the availability of learning materials (Mean = 3.23) received a slightly lower rating of high, indicating a minor gap in resource accessibility. This suggests that while the curriculum is well-structured and aligned with academic goals, further improvement in providing adequate and updated learning materials could enhance the learning experience.

The dimension on practical and technological integration (Mean = 3.45, SD = 0.61) also reached a very high level, showing that the program effectively integrates hands-on learning opportunities and technology. Specifically, hands-on practice and internship (Mean = 3.56) and preparation for licensure examination (Mean = 3.50) were both very high, underscoring the program's commitment to producing practice-ready graduates. Although integration of technology (Mean = 3.28) was rated slightly lower, it still falls within the very high range, indicating that students generally experience meaningful exposure to digital tools in their learning.

Finally, the overall student satisfaction (Mean = 3.38, SD = 0.69) was assessed as very high, implying that students are generally pleased with the quality of instruction, curriculum design, and practical experiences they receive. The consistently high ratings across variables reflect an educational environment that supports academic growth, skill development, and readiness for future professional challenges.

Correlation Results

In Table 2 depicts that the instructional quality, curriculum and resources, and practical and technological integration are all strongly and positively correlated with student satisfaction.

Table 2. Correlation Analysis. (n = 101)

	Students Satisfaction			
	r	**p-value**	**Decision on Ho @ 0.05 level of significance**	**Interpretation**
Instructional Quality	0.817	0.000	Reject Ho1	Significant
Curriculum and Resources	0.857	0.000	Reject Ho $_1$	Significant
Practical and Technological Integration	0.842	0.000	Reject Ho1	Significant

Table 2 shows that instructional quality, curriculum and resources, and practical and technological integration are all strongly and positively correlated with student satisfaction, with correlation coefficients ranging from r = 0.817 to r = 0.857 (p = 0.000). The results indicate that as these academic factors improve, student satisfaction correspondingly increases. Since all p-values are below the 0.05 significance level, the null hypotheses were rejected, confirming that the relationships are statistically significant.

The strongest correlation was found between curriculum and resources (r = 0.857) and student satisfaction, suggesting that a well-structured, relevant, and well-resourced curriculum greatly influences how students perceive their learning experience. Similarly, instructional quality (r = 0.817) showed that effective teaching practices, adviser support, and sound classroom management significantly contribute to student satisfaction.

Meanwhile, practical and technological integration (r = 0.842) also strongly correlated with student satisfaction, emphasizing the importance of hands-on learning, internships, and technology integration in instruction. Overall, the findings confirm that when instruction, curriculum, and practical applications are highly quality, students are more likely to feel satisfied, motivated, and confident in their academic pursuits.

Regression Results

Table 3 presents the regression analysis of student satisfaction predicted by instructional quality, curriculum and resources, and practical and technological integration.

Table 3. Regression Analysis. (n = 101)

			Students Satisfaction				
	Unstandardized Coefficients		**Standardized Coefficients**				
	B	**Std. Error**	**Beta**	**t**	**p-value**	**Decision on Ho**	**Interpretation**
Constant	-0.405	0.211		-1.92	0.058		
Instructional Quality	0.176	0.139	0.138	1.27	0.207	Fail to reject Ho2	Not significant
Curriculum and Resources	0.491	0.141	0.411	3.47	0.000	Reject Ho2	Significant
Practical and Technological Integration	0.431	0.106	0.379	4.09	0.000	Reject Ho2	Significant

$R = 0.886$; $R^2 = 0.785$; Adjusted $R^2 = 0.778$; F-value = 118.0; p-value = 0.000

Table 3 presents the regression analysis predicting student satisfaction from instructional quality, curriculum and resources, and practical and technological integration. The model yielded a high correlation ($R = 0.886$) and explained 78.5% of the variance ($R^2 = 0.785$) in student satisfaction, indicating that the predictors collectively strongly influence how students evaluate their educational experience. The overall model was statistically significant ($F = 118.0$, $p = 0.000$).

Among the predictors, curriculum and resources ($\beta = 0.411$, $p = 0.000$) and practical and technological integration ($\beta = 0.379$, $p = 0.000$) were found to be significant contributors to student satisfaction. It means that the relevance and availability of curricular content, materials, and opportunities for practical application and technology use essentially shape students' satisfaction.

In contrast, instructional quality ($\beta = 0.138$, $p = 0.207$) did not significantly predict student satisfaction in the presence of the other variables, implying that while teaching quality remains important, its effect may be mediated by curriculum relevance and hands-on learning experiences. The findings emphasize that strengthening curriculum design and integrating practical, technology-driven instruction are key to enhancing student satisfaction.

Thematic Analysis on aspects of students like most about the BSED program.

Table 4 presents the descriptive qualitative analysis on the aspects on what the BSED students like most about the program they erolled.

Table 4. Aspects, Students Like Most About the BSED Program (n = 101)

Theme	Description	f	%	Illustrative Responses
Faculty Quality & Approachability	Students highlight teachers' kindness, approachability, and effective teaching methods.	40	39.6%	"The teachers are very approachable and kind and most of all they are very good at teaching." / "Teachers are knowledgeable and give us the training we need."
Quality of Education	Appreciation for the strong academic standards and instructional quality.	20	19.8%	"The quality of education that the teachers provide to the students."
Students value how the program Dream Fulfillment & helps them achieve their Motivation aspirations of becoming teachers.		15	14.9%	"It helps me to achieve my dreams." / "Being able to achieve my dreams and become a teacher someday."
Recognition of seminars, Academic Activities workshops, and skills training as & Training enriching experiences.		10	9.9%	"The seminars, workshops, and skills trainings that we have experienced while studying in the BSED program."
Teachers inspire students by Inspirational sharing experiences and Teachers motivating them.		8	7.9%	"The inspiring teachers have a way of sharing their best experiences."
Students note the role of Technology technology in enriching their Integration learning experience.		4	4.0%	"Technology results in an enriching experience."
Respondents who answered Neutral/No Response "N/A," "Nothing," or gave no (N/A/None) input.		4	4.0%	"N/A" / "Nothing."
Total		**101**	**100%**	

The findings reveal that faculty quality and approachability (39.6%) is the most valued aspect of the BSED program. Students consistently describe teachers as approachable, kind, and effective, underscoring the central role of faculty in shaping satisfaction.

The quality of education (19.8%) and dream fulfillment (14.9%) highlight how the program not only delivers strong academic content but also motivates students toward their professional goals. This reflects the program's alignment with its mission to prepare competent and inspired future educators.

Academic activities (9.9%) and inspirational teachers (7.9%) further enrich the student experience, showing the importance of experiential learning and mentorship. Although fewer students mentioned technology integration (4.0%), its presence suggests growing recognition of digital tools in teacher education. Neutral responses (4.0%) indicate a small portion of students did not identify specific strengths, which may point to areas for further engagement.

Thematic Analysis on the Challenges Encountered by the Students in the BSED Program

Table 5 presents the most frequently cited challenges by the students in the BSED program.

Table 5. Challenges, Students Encounter in the BSED Program. (n = 101)

Theme	Description	f	%	Illustrative Responses
Academic Requirements & Workload	Heavy requirements, numerous tasks, and demanding academic load.	28	27.7%	"The requirements are too many." / "Too much workload and deadlines."
Difficult Subjects & Teaching Strategies	Struggles with complex subjects and adapting teaching strategies.	22	21.8%	"Some subjects are very difficult." / "Teaching strategies are challenging to apply."
Time Management	Balancing schedules, deadlines, and personal responsibilities.	15	14.9%	"Time management is hard." / "Balancing school and personal life is challenging."
Resources & Facilities	Lack of materials, books, or adequate facilities.	12	11.9%	"We lack resources for teaching practice." / "Limited facilities make learning harder."
Communication & Coordination	Issues in communication with faculty or peers, unclear instructions.	10	9.9%	"Sometimes communication with teachers is difficult." / "Instructions are not clear."
Environmental/External Factors	Challenges from external conditions (home, community, environment).	6	5.9%	"The environment is not conducive for learning."
None/Neutral (N/A)	Respondents who answered "None" or "N/A."	8	7.9%	"None." / "N/A."
Total		**101**	**100%**	

The most frequently cited challenge is the academic workload and requirements (27.7%), reflecting the heavy demands of the BSED program. This suggests that while students value the program's rigor, they also feel overwhelmed by the volume of tasks. Difficult subjects and teaching strategies (21.8%) highlight the struggle of mastering complex content and applying pedagogy effectively. This aligns with the reality that preservice teachers often face difficulty bridging theory and practice.

Time management (14.9%) and resource limitations (11.9%) further compound the challenges, showing that students juggle multiple responsibilities while coping with limited support materials. Communication issues (9.9%) and environmental factors (5.9%) also contribute, though less frequently.

Interestingly, a small portion (7.9%) reported no challenges, which may indicate resilience or satisfaction with the program's current structure.

Students Suggestions to Improve the BSED Program

Table 6. Suggestions to Improve the BSED Program (n = 101)

Theme	Description	f	%	Illustrative Responses
Feedback & Communication	Calls for stronger communication channels, listening to student concerns, Communication and providing constructive feedback.	16	15.8%	"Listen to your students' complaints." / "Provide feedback and communication." / "Be open and have a good communication and understanding between teacher and student."
Technical & Practical real-world applications	Requests for more hands-on, technical, Practical and real-world applications rather than Emphasis purely on theoretical content.	14	13.9%	"The program should be more on the technical side rather than theoretical." / "Include real-life application of the system." / "Provide more hands-on activities."
Faculty Development & Mentorship	Suggestions for faculty to be more Development & approachable, empathetic, responsible, and better trained in teaching methods.	13	12.9%	"Teachers should be more approachable and understanding." / "Allow high-quality teachers who can teach students at their best."
Curriculum Relevance & Modernization	Emphasis on updating subjects to align with industry trends and BSED relevance.	11	10.9%	"More relevant subjects that are related to BSED." / "Ensure curriculum remains up-to-date with industry trends."
Experiential Learning Activities	Calls for workshops, seminars, simulations, and experiential learning opportunities.	9	8.9%	"Conduct workshops, seminars, and classroom simulations." / "More experiential learning."
Facilities & Resources	Requests for improved learning facilities, instructional materials, and research resources.	8	7.9%	"Make facilities for learning and research available." / "New instructional material and new learning methods."

Fairness & Accessibility	Concerns about affordability of exams, fairness in evaluation, and equitable access.	7	6.9%	"Please make sure that the exam is affordable for everyone." / "Ensure fairness in exams."
Student-Centered Approach	Emphasis on attentiveness to student needs, transparency, and prioritizing student welfare.	6	5.9%	"Focus on the students." / "Be attentive to students' needs." / "Be transparent and understandable to students."
Administrative Organization planning, and faculty coordination.	Suggestions for better scheduling, Organization planning, and faculty coordination.	5	5.0%	"More organized scheduling during events." / "Improve your plan, especially during exams."
No Suggestions	Respondents who provided no input or (N/A/None) marked "N/A."	12	11.9%	"N/A" / "None."
Total		**101**	**100%**	

Presented in Table 6 the most common suggestions of students to improve the BSED program.

The results highlight that students' feedback centers on improving communication and feedback mechanisms (15.8%), followed closely by calls for more technical and practical emphasis (13.9%) and faculty development (12.9%). Curriculum relevance (10.9%) and experiential learning activities (8.9%) also emerged as significant themes, showing a strong desire for modernization and hands-on engagement. Facilities and resources (7.9%), fairness and accessibility (6.9%), and student-centered approaches (5.9%) reflect concerns about equity and support structures, while administrative organization (5.0%) points to operational efficiency issues. Interestingly, a notable portion of respondents (11.9%) provided no suggestions, which may indicate satisfaction or disengagement. Overall, the distribution suggests that while communication and practical learning are top priorities, a holistic improvement strategy must also address faculty training, curriculum modernization, resource provision, and fairness to create a more responsive and student-centered educational environment.

SUMMARY OF FINDINGS

The results of the study comprehensively capture students' perceptions of the BSED program, spanning instructional quality, curriculum and resources, practical integration, overall satisfaction, challenges encountered, and suggestions for improvement.

- **Descriptive Results** – Students rated instructional quality, curriculum, practical integration, and overall satisfaction at very high levels, showing strong confidence in the program's effectiveness.
- **Correlation Results** – Instructional quality, curriculum and resources, and practical/technological integration were all strongly and positively correlated with student satisfaction.
- **Regression Results** – Curriculum relevance and practical/technological integration significantly predicted student satisfaction, while instructional quality was not a strong predictor when combined with the other factors.
- **Aspects Students Like Most** – Faculty approachability and teaching quality were most valued, followed by strong academic standards, dream fulfillment, and enriching activities.

- **Challenges Encountered** – Students reported heavy workload, difficult subjects, time management issues, and limited resources as their main challenges in the program.

- **Suggestions to Improve the Program** – Feedback emphasized improving communication, adding practical learning, faculty development, curriculum modernization, and equitable resources to make the program more student-centered.

DISCUSSIONS

This portion of the study discusses the findings on student satisfaction in the BSED program, highlighting the strengths of faculty competence, instructional quality, curriculum relevance, and practical-technological integration, while also identifying challenges such as workload, difficult subjects, time management, and limited resources. It further presents students' suggestions for improvement, including stronger communication, faculty development, curriculum modernization, experiential learning, and equitable resource provision, providing a comprehensive view of both the program's effectiveness and areas that require enhancement.

Descriptive Levels of Instructional Quality, Curriculum and Resources, Practical and Technological Integration, and Students Satisfaction.

The descriptive analysis shows that students consistently rated instructional quality, curriculum relevance, practical and technological integration, and overall satisfaction at high levels, reflecting a supportive and effective learning environment. Faculty competence, adviser support, classroom management, curriculum clarity, and experiential learning opportunities emerged as strong dimensions, while resource availability and technology integration were noted as areas needing further enhancement. These findings align with established literature emphasizing that instructional quality and curriculum relevance are central to student satisfaction and engagement (Tinto, 2017; Al-Samarrai, 2019). Moreover, experiential learning and technology integration have been widely recognized as critical in strengthening pre-service teachers' readiness and satisfaction (Darling-Hammond, 2020; Osorio Vanegas, Segovia Cifuentes, & Sobrino Morrás, 2023).

Correlation Between Instructional Quality, Curriculum and Resources, Practical and Technological Integration, and Students Satisfaction.

The correlation analysis confirmed strong positive relationships between instructional quality, curriculum and resources, practical and technological integration, and student satisfaction. This indicates that when teaching practices are effective, curricula are clear and well-resourced, and practical experiences are integrated with technology, students report higher satisfaction with their learning environment. Curriculum and resources emerged as the most influential factor, underscoring the importance of relevance and accessibility in shaping perceptions of quality education. Instructional quality and practical integration also contributed significantly, highlighting the role of faculty support, classroom management, hands-on learning, and digital tools in fostering motivation and confidence. These findings are consistent with recent studies emphasizing that instructional quality and curriculum design are critical to student engagement (Bond, 2020; García-Morales, Garrido-Moreno, & Martín-Rojas, 2021; Elshami et al., 2021; Martin & Bolliger, 2018).

Analysis of Student Satisfaction Predicted by Instructional Quality, Curriculum Resources, and Practical-Technological Integration.

The regression analysis underscores that curriculum and resources, together with practical and technological integration, are the most influential predictors of student satisfaction, highlighting the importance of relevant curricular content, accessible learning materials, and opportunities for applied, technology-enhanced instruction. Instructional quality, although traditionally emphasized, did not significantly contribute when these factors were considered, suggesting its effect may be mediated by curriculum relevance and experiential opportunities. These findings are consistent with García-Morales, Garrido-Moreno, and Martín-

Rojas (2021), who demonstrated that innovative curriculum design and digital resource integration enhance student experiences, and Elshami et al. (2021), who found that structured curricula and effective use of technology predict satisfaction more strongly than teaching quality alone. Likewise, Wong and Chapman (2022) confirmed that student satisfaction is shaped by meaningful interaction and institutional support, reinforcing the importance of curriculum and technology as central drivers. Collectively, this evidence indicates that strengthening curriculum design and embedding practical, technology-driven strategies are key pathways to improving student satisfaction in higher education.

Analysis on aspects of students like most about the BSED program

The findings emphasize that student satisfaction in teacher education is most strongly shaped by faculty support and approachability, reflecting the importance of interpersonal relationships and mentorship in higher education. This is consistent with Tessema et al. (2020), who found that faculty accessibility and care significantly enhance student satisfaction. Beyond faculty, curriculum relevance and alignment with professional goals also contribute to satisfaction, echoing the results of Kuo et al. (2021), who highlighted that meaningful curriculum design fosters motivation and persistence. Meanwhile, experiential learning and inspirational teachers enrich the student journey, aligning with the conclusions of Martin and Bolliger (2018) that active learning strategies and mentorship drive engagement. Although technology integration was less emphasized, its recognition points to the growing importance of digital adaptability, supported by Al-Samarraie et al. (2023), who demonstrated that technology-enhanced learning environments improve satisfaction and engagement. Collectively, these studies confirm that faculty mentorship, curriculum quality, and digital innovation are critical pathways to sustaining satisfaction in higher education.

Challenges Encountered by the Students in the BSED Program

The challenges faced by students in teacher education programs reflect the tension between academic rigor and personal capacity. Heavy workload and requirements often lead to feelings of being overwhelmed, consistent with Aristovnik et al. (2020), who found that excessive demands during higher education can negatively affect satisfaction and well-being.

Difficult subjects and teaching strategies highlight the struggle of bridging theory and practice, aligning with Adarkwah (2021), who emphasized that pre-service teachers often require stronger pedagogical support to connect content knowledge with classroom application. Time management and resource limitations further compound these issues, echoing the findings of Aguilera-Hermida (2020), who noted that limited resources and competing responsibilities hinder student engagement. Communication and environmental factors, though less frequently cited, resonate with Bao (2020), who showed that supportive interaction and conducive learning environments are essential for positive student experiences. Interestingly, some students reported no challenges, suggesting resilience and adaptability, which recent literature identifies as protective factors in coping with academic pressures. Collectively, these insights underscore the need for balanced workload design, enhanced pedagogical support, and improved resource accessibility to sustain satisfaction and persistence in teacher education.

Students Suggestions to Improve the BSED Program

Students' feedback points to communication and feedback mechanisms as the most pressing area for improvement, underscoring the importance of dialogue and responsiveness in fostering satisfaction. This is consistent with Gray and DiLoreto (2016), who found that clear communication and timely feedback are critical to student success in higher education. The call for more technical and practical emphasis, alongside faculty development, reflects the demand for applied learning and continuous professional growth, aligning with Mishra et al. (2020), who highlighted the need for faculty training and technological integration to meet evolving educational demands. Curriculum relevance and experiential learning activities further emphasize the importance of aligning academic content with real-world practice, echoing the findings of Dhawan (2020), who argued that experiential and flexible curriculum design enhances engagement. Concerns about facilities, fairness, and accessibility resonate with Coman et al. (2020), who noted that equitable resources and supportive environments are essential for student satisfaction. Collectively, these insights suggest that a

holistic improvement strategy must integrate communication, practical learning, faculty training, curriculum modernization, and equitable resource provision to create a more studentcentered educational environment.

CONCLUSION

The study shows that student satisfaction in the BSED program is shaped by strong instructional quality, curriculum relevance, and practical-technological integration, while challenges such as workload, difficult subjects, and limited resources highlight the need for balanced academic demands and supportive structures. Students' suggestions emphasize improving communication, faculty development, curriculum modernization, and equitable resource provision, pointing toward a holistic strategy for sustaining satisfaction and preparing future educators effectively.

These findings affirm Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 1959), as motivators such as curriculum relevance, hands-on practice, licensure preparation, and faculty mentorship drive satisfaction, while hygiene factors like resource availability, timeliness of schedules, communication, and fairness prevent dissatisfaction. The evidence demonstrates that student satisfaction arises when motivators are strengthened and hygiene conditions are adequately addressed, confirming the theory's applicability in higher education contexts.

RECOMMENDATIONS

Based on the conclusion, the following are the consolidated set of recommendations:

- **Faculty Development and Mentorship** – Continue investing in faculty training, professional growth, and mentorship programs to strengthen competence, approachability, and alignment with the Philippine Professional Standards for Teachers (PPST).

- **Curriculum Relevance and Modernization** – Regularly update and align the curriculum with industry and educational trends, ensuring clarity, relevance, and integration of experiential learning activities.

- **Practical and Technological Integration** – Expand opportunities for hands-on practice, internships, and licensure preparation, while enhancing the use of technology to support modern teaching practices.

- **Workload and Academic Support** – Review and streamline academic requirements to balance rigor with manageability, and provide additional support in complex subjects through tutorials, mentoring, and study skills workshops.

- **Resource Allocation and Facilities** – Improve the availability of instructional materials, research resources, and facilities to support teaching practice and equitable access for all students.

- **Communication and Feedback Systems** – Strengthen communication channels between faculty and students, ensuring timely feedback, clarity of instructions, and responsiveness to student concerns.

- **Fairness and Accessibility** – Ensure fairness in evaluation, affordability of requirements, and equitable access to academic opportunities to promote inclusivity and student-centered learning.

By implementing these recommendations, the BSED program can sustain its strengths, address challenges, and evolve to meet accreditation standards while preparing graduates more effectively for the demands of the teaching profession.

Acknowledgment of Limitations and Policy Implications

This study was conducted within a single institution, which may limit the extent to which the findings reflect the experiences of students in other settings. Despite this limitation, the results offer practical insights that can help school administrators improve student experiences and support teacher education leaders in

strengthening policies and programs that enhance student satisfaction.

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ATTACHMENT

Part I: Satisfaction Survey

Please indicate your level of satisfaction with the following aspects of the BSED program.

Scale: 4 – Very Satisfied 3 – Satisfied 2 – Less Satisfied 1 – Not Satisfied

	Instructional Quality				
	Statements	4	3	2	1
1.	The quality of instruction delivered by BSED faculty members.				
2.	The support and availability of academic advisers or mentors.				
3.	The classroom management and teaching strategies of teachers in the program.				
	Curriculum & Resources	4	3	2	1
1.	The clarity and relevance of the course curriculum.				
2.	The availability and accessibility of learning materials and resources.				
3.	The organization and timeliness of academic schedules and announcements.				
	Practical & Technological Integration	4	3	2	1
1.	The opportunities for hands-on practice and teaching internships.				
2.	The integration of technology in teaching and learning.				
3.	The preparation for the Licensure Examination for Teachers (LET).				
	Students Satisfaction	4	3	2	1
1.	Overall satisfaction with the BSED program experience.				

Part II: Open-Ended Questions

Please provide brief and honest responses.

1. What do you like most about the BSED program?
2. What do you like least or find most challenging about the BSED program?
3. What can you suggest to help improve the BSED program?