United International Journal for Research & Technology

Volume 07, Issue 08, 2026 | Open Access | ISSN: 2582-6832

Level of Student Satisfaction Toward the Teaching Performance of Their Science Teachers

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***Abstract*—** Quality teaching plays a vital role in enhancing student learning, engagement, and academic success in Science education. This study determined the level of student satisfaction toward the teaching performance of Science teachers at Sumirap National High School. Specifically, it examined student satisfaction in terms of instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationship, and investigated whether significant differences existed when respondents were grouped according to grade level and sex. The study employed a descriptive-comparative research design involving 82 secondary school students selected through stratified random sampling. Data were collected using a validated and reliable researcher-made questionnaire with a Cronbach's alpha coefficient of 0.87. Frequency and percentage, weighted mean, t-test, and Analysis of Variance (ANOVA) were used to analyze the data. Findings revealed that students were generally highly satisfied with the teaching performance of their Science teachers, with Teacher–Student Relationship and Instructional Delivery obtaining very high ratings, while Classroom Management, Assessment Practices, and Learning Resources Used were rated high. Moreover, no significant differences were found in the level of student satisfaction when grouped according to grade level and sex. Students further recommended the use of more interactive teaching strategies, hands-on activities, technology integration, and clearer assessment feedback to enhance Science learning experiences. The study concludes that effective instructional practices and positive teacher–student relationships contribute significantly to student satisfaction and recommends the continued enhancement of learner-centered and technology-supported teaching approaches in Science education.

***Keywords*—** student satisfaction, Science teaching, instructional delivery, classroom management, assessment practices, teacher–student relationship, learning resources.

I. INTRODUCTION

Background of the Study

Science teachers play a vital role in shaping students' learning experiences, academic achievement, and overall satisfaction with Science education. The quality of teaching performance significantly influences how students perceive and engage with the subject. Several factors contribute to students' perceptions of teaching effectiveness, including instructional delivery, classroom management, assessment practices, learning resources, and teacher–student relationships. Effective instructional delivery promotes understanding of concepts, while sound classroom management creates an environment conducive to learning. Likewise, fair assessment practices provide meaningful feedback on student progress, and the effective use of learning resources enhances engagement and comprehension. Moreover, positive teacher–student relationships foster trust, motivation, and active participation, all of which contribute to a productive learning environment. Collectively, these factors provide a comprehensive framework for evaluating teaching performance and student satisfaction.

Previous studies have highlighted the importance of effective teaching practices in promoting student satisfaction and learning outcomes. Leon et al. (2017) emphasized that clear instructional delivery and well-structured lessons enhance student engagement and comprehension. Similarly, Bizimana and Orodho (2014) found that effective classroom management and the use of diverse learning resources positively influence students' perceptions of teaching effectiveness. Furthermore, Koca (2016) reported that positive teacher–student relationships contribute to a supportive classroom climate that promotes motivation, participation, and academic success.

These studies demonstrate that multiple dimensions of teaching performance collectively shape students' learning experiences and satisfaction with Science instruction.

Despite these findings, limited research has examined student satisfaction with Science teachers' performance in the context of Sumirap National High School, a public secondary school serving learners from diverse barangays in the Southwest B District of Tangub City. Most existing studies have focused on individual aspects of teaching performance rather than examining multiple dimensions simultaneously. Moreover, few studies have investigated whether students' satisfaction differs according to demographic variables such as grade level and sex, particularly in rural school settings where educational experiences may differ from those in urban areas. Addressing these gaps is essential in providing a localized understanding of how students perceive the teaching performance of Science teachers.

In response to these concerns, this study sought to determine the level of student satisfaction with the teaching performance of Science teachers in terms of instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationships. It also examined whether significant differences existed in students' satisfaction when grouped according to grade level and sex. Furthermore, the study gathered students' suggestions for improving Science instruction. The findings are expected to provide valuable insights for teachers, school administrators, and curriculum planners in enhancing instructional practices and creating more engaging and effective Science learning experiences.

Theoretical Framework

This study is anchored on the Expectancy Theory of Motivation developed by Vroom (1964) and the Framework for Teaching proposed by Danielson (2013). These theories provide a strong foundation for understanding how teaching practices influence students' perceptions, motivation, and satisfaction with Science instruction.

The Expectancy Theory of Motivation posits that individuals are motivated when they believe that their efforts will lead to successful performance and desirable outcomes. According to Vroom (1964), motivation is influenced by three components: expectancy, instrumentality, and valence. In the educational setting, students are more likely to become engaged and satisfied when they perceive that their efforts are supported by effective instruction, fair assessment practices, and meaningful learning experiences. When students believe that classroom activities contribute to their academic success, they are more motivated to participate actively in the learning process.

Meanwhile, the Framework for Teaching developed by Danielson (2013) provides a comprehensive model for evaluating teaching effectiveness through four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. These domains encompass key teaching practices such as instructional delivery, classroom management, assessment, utilization of learning resources, and the establishment of positive teacher–student relationships. The framework emphasizes that effective teaching is multidimensional and requires the integration of various competencies to promote student learning and achievement.

Several studies have utilized these theories in examining teaching effectiveness and student satisfaction. Schiefele, Stutz, and Schaffner (2016) found that well-structured instruction and positive classroom experiences significantly influence student motivation and engagement. Likewise, White (2017) reported that teachers who demonstrated strong performance across Danielson's teaching domains received higher levels of student satisfaction and achieved better learning outcomes. These findings support the relevance of both theories in explaining how effective teaching practices contribute to positive student perceptions and learning experiences.

The present study applies Vroom's Expectancy Theory to explain how students' satisfaction may be influenced by their perceptions of instructional quality, assessment fairness, and teacher support. At

the same time, Danielson's Framework for Teaching serves as a guide in examining the specific dimensions of teaching performance, namely instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationships. Together, these theories provide a comprehensive framework for understanding the relationship between teaching performance and student satisfaction and serve as the theoretical foundation of the study.

Statement of the Problem

1. What is the demographic profile of the student respondents in terms of:
   a. grade level; and
   b. sex?
2. What is the level of student satisfaction toward the teaching performance of their Science teachers in terms of:
   a. Instructional Delivery;
   b. Classroom Management;
   c. Assessment Practices;
   d. Learning Resources Used; and
   e. Teacher–Student Relationship?
3. Is there a significant difference in the level of satisfaction when grouped according to grade level or sex?
4. What suggestions do students offer to enhance Science teaching effectiveness?

II. RESEARCH METHODOLOGY

This study employed a descriptive-comparative research design to determine the level of student satisfaction with the teaching performance of Science teachers and to identify significant differences in satisfaction when respondents were grouped according to grade level and sex. The study was conducted at Sumirap National High School in the Division of Tangub City and involved 82 secondary school students selected through stratified random sampling. Data were gathered using a validated researcher-made questionnaire that assessed student satisfaction in terms of instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationship, as well as students' suggestions for improving Science instruction. The instrument underwent expert validation and pilot testing, yielding a Cronbach's alpha coefficient of 0.87, indicating high reliability. Data collection was conducted after securing the necessary permissions and informed consent from the respondents and their parents or guardians, while ethical principles such as voluntary participation, confidentiality, and anonymity were strictly observed. The collected data were analyzed using frequency and percentage, weighted mean, t-test, and Analysis of Variance (ANOVA) to determine the respondents' profile, level of satisfaction, and significant differences based on sex and grade level.

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1. *Demographic Profile of the Respondents*

Profile	f	%
Grade Level		
Grade 7	22	26.83
Grade 8	23	28.05
Grade 9	17	20.73
Grade 10	20	24.39
Total	82	100
Sex		
Male	29	35.37
Female	53	64.63
Total	82	100

Table 1 presents the demographic profile of the respondents in terms of grade level and sex. The data show that the respondents were drawn from all Junior High School grade levels, providing a broad representation of the student population included in the study.

In terms of grade level, Grade 8 students comprised the largest proportion of respondents with 23 students or 28.05 percent, followed by Grade 7 with 22 students or 26.83 percent, Grade 10 with 20 students or 24.39 percent, and Grade 9 with 17 students or 20.73 percent. The distribution indicates that the respondents were fairly represented across the four grade levels, allowing for diverse perspectives regarding the teaching performance of Science teachers.

With regard to sex, the majority of the respondents were female, accounting for 53 students or 64.63 percent, while 29 students or 35.37 percent were male. This finding suggests that female students constituted a larger proportion of the participants in the study.

Overall, the demographic profile demonstrates that the respondents were adequately distributed across grade levels and sex. Such representation enhances the reliability of the data gathered and provides a meaningful basis for assessing students' satisfaction with the teaching performance of their Science teachers. The varied composition of the respondents allows the study to capture a wider range of experiences and perceptions related to Science instruction.

Table 2.1. *Level of Student Satisfaction Toward the Teaching Performance of Science Teachers in terms of Instructional Delivery*

Indicators	SD	Mean
1. The Science teacher explained lessons clearly and in an understandable manner.	0.52	3.33
2. The teacher used examples or demonstrations that made the lesson easier to grasp.	0.56	3.26
3. The lessons were presented in a well-organized and logical sequence.	0.60	3.21
4. The teacher connected Science concepts to real-life situations and experiences.	0.51	3.37
Grand Mean	3.29 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.1 presents the level of student satisfaction toward the teaching performance of Science teachers in terms of instructional delivery. The results reveal a grand mean of 3.29, interpreted as Very High, indicating that the respondents were highly satisfied with the manner in which their Science teachers delivered instruction. This suggests that the teachers consistently demonstrated effective teaching practices that facilitated understanding, engagement, and meaningful learning experiences among students.

Among the indicators, the highest mean of 3.37 (Very High) was obtained by "The teacher connected Science concepts to real-life situations and experiences." This finding indicates that students highly valued lessons that were relevant and applicable to their daily lives, making learning more meaningful and engaging. This was followed by "The Science teacher explained lessons clearly and in an understandable manner" with a mean of 3.33 (Very High), reflecting the teachers' ability to communicate concepts effectively and promote better comprehension among learners. Likewise, "The teacher used examples or demonstrations that made the lesson easier to grasp" obtained a mean of 3.26 (Very High), showing that instructional strategies and practical illustrations enhanced students' understanding of Science concepts. Meanwhile, "The lessons were presented in a well-organized and logical sequence" registered the lowest mean of 3.21 (High). Although lower than the other indicators, the result still reflects a favorable level of satisfaction, suggesting that students generally perceived the lessons as organized and coherent, with only minimal room for improvement in lesson sequencing and structure.

Overall, the findings imply that Science teachers demonstrated strong instructional delivery practices that positively influenced student satisfaction. The

results support the view of Sahin (2015) that effective instructional delivery characterized by clarity, relevance, organization, and meaningful learning experiences, contributes significantly to students' engagement and satisfaction in the learning process. Consequently, the consistently positive ratings indicate that the Science teachers were successful in creating an effective and learner-centered instructional environment.

Table 2.2 *Level of Student Satisfaction Toward the Teaching Performance of Science Teachers in terms of Classroom Management*

Indicators	SD	Mean
The Science teacher maintained discipline and order in the classroom.	0.57	3.20
The teacher ensured that all students were actively participating in class activities.	0.52	3.15
The teacher promoted a positive and respectful classroom atmosphere.	0.47	3.22
The teacher managed class time effectively to complete the planned lesson.	0.48	3.24
Grand Mean	3.20 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.2 presents the level of student satisfaction toward the teaching performance of Science teachers in terms of classroom management. The results show a grand mean of 3.20, interpreted as High, indicating that the respondents were generally satisfied with the classroom management practices of their Science teachers. This suggests that the teachers were effective in maintaining an orderly and conducive learning environment that supported students' learning and participation during Science classes.

Among the indicators, "The teacher managed class time effectively to complete the planned lesson" obtained the highest mean of 3.24 (High), indicating that students appreciated the teachers' ability to maximize instructional time. This was followed by "The teacher promoted a positive and respectful classroom atmosphere" with a mean of 3.22 (High) and "The Science teacher maintained discipline and order in the classroom" with a mean of 3.20 (High). These findings imply that the teachers were successful in creating a classroom environment characterized by respect, discipline, and efficient learning processes. Meanwhile, "The teacher ensured that all students were actively participating in class activities" received the lowest mean of 3.15 (High). Although still rated positively, this result suggests that increasing student involvement and participation may further enhance classroom management practices.

Overall, the findings indicate that Science teachers demonstrated effective classroom management skills that contributed to a positive learning environment. The consistently high ratings reflect the students' favorable perceptions of their teachers' ability to manage time, maintain discipline, foster respect, and encourage participation. These results support the findings of Marzano (2013), who emphasized that effective classroom management is essential in promoting student engagement, satisfaction, and successful learning outcomes.

Table 2.3. *Level of Student Satisfaction Toward the Teaching Performance of Science Teachers in terms of Assessment Practices*

Indicators	SD	Mean
The teacher provided fair and consistent grading of student performance.	0.56	2.93
The tests and activities accurately reflected what was taught in class.	0.53	2.90
The teacher gave feedback on my performance in a timely and constructive manner.	0.51	3.01
The teacher used a variety of assessment methods such as projects, experiments, and written tests.	0.51	2.99
Grand Mean	2.96 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.3 presents the level of student satisfaction toward the teaching performance of Science teachers in terms of assessment practices. The results reveal a grand mean of 2.96, interpreted as High, indicating that the respondents were generally satisfied with the assessment methods employed by their Science teachers. This suggests that the teachers implemented assessment practices that were perceived as fair, relevant, and supportive of students' learning and academic development.

Among the indicators, "The teacher gave feedback on my performance in a timely and constructive manner" obtained the highest mean of 3.01 (High), indicating that students appreciated receiving prompt and helpful feedback that guided them in improving their performance. This was followed by "The teacher used a variety of assessment methods such as projects, experiments, and written tests" with a mean of 2.99 (High), reflecting students' positive perception of diverse assessment strategies. Likewise, "The teacher provided fair and consistent grading of student performance" obtained a mean of 2.93 (High), suggesting confidence in the fairness of teachers' evaluation practices. Meanwhile, "The tests and activities accurately reflected what was taught in class" registered the lowest mean of 2.90 (High). Although it received the lowest rating among the indicators, the result still indicates that students generally agreed that assessments were aligned with classroom instruction.

Overall, the findings demonstrate that Science teachers employed effective assessment practices that contributed positively to students' learning experiences. The consistently high ratings indicate that students perceived assessments as fair, varied, and beneficial to their academic growth. These findings support the work of Brookhart (2013), who emphasized that timely feedback, fair grading, diverse assessment methods, and alignment between instruction and assessment are essential elements of effective assessment practices that enhance student learning and satisfaction.

Table 2.4 *Level of Student Satisfaction Toward the Teaching Performance of Science Teachers in terms of Learning Resources Used*

Indicators	SD	Mean
The Science teacher used instructional materials that were appropriate and interesting.	0.50	2.88
The teacher effectively utilized visual aids, models, and laboratory equipment in teaching.	0.54	2.89
The teacher incorporated technology (e.g., videos, presentations, simulations) to enhance learning.	0.54	2.79
The learning resources used in class helped me understand the lessons better.	0.65	2.94
Grand Mean	2.88 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.4 presents the level of student satisfaction toward the teaching performance of Science teachers in terms of learning resources used. The results reveal a grand mean of 2.88, interpreted as High, indicating that the respondents were generally satisfied with the instructional materials and learning resources utilized by their Science teachers. This suggests that the resources employed in the classroom contributed positively to students' understanding of Science concepts and supported the teaching-learning process.

Among the indicators, "The learning resources used in class helped me understand the lessons better" obtained the highest mean of 2.94 (High), indicating that students found the materials and resources effective in enhancing their comprehension of the lessons. This was followed by "The teacher effectively utilized visual aids, models, and laboratory equipment in teaching" with a mean of 2.89 (High), reflecting students' appreciation of visual and hands-on learning experiences. Likewise, "The Science teacher used instructional materials that were appropriate and interesting" garnered a mean of 2.88 (High), suggesting that the materials used were relevant and engaging for learners. Meanwhile, "The teacher incorporated technology (e.g., videos, presentations,

simulations) to enhance learning" obtained the lowest mean of 2.79 (High). Although still rated positively, this result implies that greater integration of technology in Science instruction may further improve students' learning experiences.

Overall, the findings indicate that Science teachers effectively utilized learning resources that supported students' understanding and engagement in Science classes. The consistently high ratings demonstrate that instructional materials, visual aids, laboratory resources, and technology contributed to positive learning experiences among the respondents. These findings support the study of Smetana and Bell (2012), which emphasized that the effective use of varied and meaningful learning resources enhances student understanding, engagement, and satisfaction in Science education.

Table 2.5. *Level of Student Satisfaction Toward the Teaching Performance of Science Teachers in terms of Teacher–Student Relationship*

Indicators	SD	Mean
17. The Science teacher was approachable and willing to help students with difficulties.	0.54	3.39
18. The teacher treated students fairly and with respect.	0.52	3.45
19. The teacher motivated students to do their best in Science.	0.54	3.40
20. The teacher showed concern for the learning progress of every student.	0.52	3.32
Grand Mean	3.39 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.5 presents the level of student satisfaction toward the teaching performance of Science teachers in terms of teacher–student relationship. The results reveal a grand mean of 3.39, interpreted as Very High, indicating that the respondents were highly satisfied with the way their Science teachers interacted with and supported them. This suggests that the teachers established positive relationships with students through respect, encouragement, approachability, and concern for their academic growth. The findings further imply that strong teacher–student relationships contributed significantly to students' positive learning experiences in Science.

Among the indicators, "The teacher treated students fairly and with respect" obtained the highest mean of 3.45 (Very High), indicating that students highly valued being treated with fairness and respect by their teachers.

This was followed by "The teacher motivated students to do their best in Science" with a mean of 3.40 (Very High), reflecting the teachers' ability to inspire students to exert greater effort in their studies. Likewise, "The Science teacher was approachable and willing to help students with difficulties" garnered a mean of 3.39 (Very High), showing that students appreciated teachers who were accessible and supportive when academic concerns arose. Meanwhile, "The teacher showed concern for the learning progress of every student" obtained the lowest mean of 3.32 (Very High). Although it received the lowest rating among the indicators, it remained within the highest descriptive category, indicating consistently strong satisfaction across all aspects of teacher–student relationships.

Overall, the findings indicate that Science teachers demonstrated excellent interpersonal skills and fostered positive relationships with their students. The consistently very high ratings suggest that students perceived their teachers as fair, supportive, motivating, and genuinely concerned about their learning progress.

These findings support the study of Roorda et al. (2014), which emphasized that positive teacher–student relationships characterized by respect, fairness, approachability, and academic support significantly enhance student motivation, engagement, satisfaction, and overall learning outcomes.

Table 2.6. *Summary of the Level of Student Satisfaction Toward the Teaching Performance of Science Teachers*

Domains	Mean	Interpretation
Instructional Delivery	3.29	Very High
Classroom Management	3.20	High
Assessment Practices	2.96	High
Learning Resources Used	2.88	High
Teacher–Student Relationship	3.39	Very High
Grand Mean	3.14	High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.6 presents the summary of the level of student satisfaction toward the teaching performance of Science teachers across the five domains evaluated in the study. The results reveal a grand mean of 3.14, interpreted as High, indicating that the respondents were generally satisfied with the overall teaching performance of their Science teachers. This finding suggests that the teachers demonstrated effective instructional practices, classroom management, assessment methods, utilization of learning resources, and positive relationships with students, all of which contributed to favorable learning experiences in Science.

Among the domains, Teacher–Student Relationship obtained the highest mean of 3.39 (Very High), followed by Instructional Delivery with a mean of 3.29 (Very High). These results indicate that students highly appreciated the supportive relationships established by their teachers as well as the clarity and effectiveness of lesson delivery. Meanwhile, Classroom Management registered a mean of 3.20 (High), Assessment Practices obtained 2.96 (High), and Learning Resources Used garnered 2.88 (High). Although these domains received positive evaluations, they showed relatively lower ratings compared to the interpersonal and instructional aspects, suggesting opportunities for further enhancement, particularly in the integration of learning resources and assessment strategies.

Overall, the findings demonstrate that Science teachers performed effectively across all evaluated domains, resulting in a high level of student satisfaction. The consistently positive ratings imply that the teachers were successful in creating a supportive, engaging, and productive learning environment.

These findings support the work of Hattie (2015), who emphasized that effective instructional delivery, positive teacher–student relationships, sound classroom management, and meaningful assessment practices are among the most influential factors in promoting student achievement and satisfaction. Consequently, the results affirm the importance of maintaining high-quality teaching practices to foster positive learning outcomes among students.

Table 3. *Test of Significant Difference in the Level of Student Satisfaction When Grouped According to Demographic Profile*

Test Variables	P value	Decision
Student Satisfaction vs. Grade Level	0.263	Retain the Ho
Student Satisfaction vs. Sex	0.503	Retain the Ho

Note: If $p \leq 0.05$, with a significant difference

Table 3 presents the test of the significant difference in the level of student satisfaction when grouped according to grade level and sex. The results show that the p-value for Student Satisfaction versus Grade Level is 0.263, while the p-value for Student Satisfaction versus Sex is 0.503. Since both computed p-values are greater than the 0.05 level of significance, the null hypothesis is retained in both cases. This indicates that there is no significant difference in the

level of student satisfaction when respondents are grouped according to grade level and sex.

The findings suggest that students from Grade 7 to Grade 10 shared similar perceptions regarding the teaching performance of their Science teachers. Likewise, male and female students expressed comparable levels of satisfaction across the different domains of teaching performance, including instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationship. These results imply that the teaching practices employed by the Science teachers were consistently experienced and appreciated by students regardless of their grade level or sex.

Overall, the absence of significant differences indicates that the respondents viewed the teaching performance of their Science teachers in a relatively uniform manner. This suggests that the Science teachers were able to provide equitable learning experiences and maintain consistent instructional practices across different groups of learners. The findings support the study of Alibali et al. (2013), which found that students' perceptions of teaching effectiveness and satisfaction do not significantly vary across demographic characteristics when effective and inclusive teaching practices are consistently implemented. Consequently, grade level and sex were not significant factors influencing students' satisfaction with the teaching performance of their Science teachers.

Table 4. *Student Suggestions for Improving Science Teaching*

Challenges	f	%
Use more visual aids and laboratory activities	28	34.15
Provide more hands-on experiments and projects	24	29.27
Make lessons more interactive and fun	39	47.56
Use technology such as videos and simulations in class	27	32.93
Give clearer feedback and guidance on assessments	13	15.85
Offer more time for Science consultations or tutorials	14	17.07
Total Frequency of Responses	145	176.83

Note: Multiple responses were allowed; hence, the total percentage exceeds 100%.

Table 4 presents the suggestions of students for improving Science teaching. The responses reveal that students are interested in learning experiences that are more engaging, interactive, and supportive of their understanding of Science concepts. These suggestions provide valuable insights into areas where Science teachers can further enhance their instructional practices to better meet the needs and expectations of learners.

Among the suggestions, “Make lessons more interactive and fun” received the highest frequency with 39 responses (47.56%), indicating that students highly value engaging classroom activities that encourage active participation and enjoyment in learning. This was followed by “Use more visual aids and laboratory activities” with 28 responses (34.15%), “Use technology such as videos and simulations in class” with 27 responses (32.93%), and “Provide more hands-on experiments and projects” with 24 responses (29.27%). These findings suggest that students prefer instructional approaches that incorporate practical experiences, visual materials, and technology-enhanced learning opportunities. Meanwhile, “Offer more time for Science consultations or tutorials” garnered 14 responses (17.07%), while “Give clearer feedback and guidance on assessments” obtained the lowest frequency with 13 responses (15.85%). Although less frequently mentioned, these suggestions still highlight the importance of academic support and constructive feedback in the learning process.

Overall, the findings indicate that students desire a more interactive, experiential, and technology-supported Science learning environment. The recommendations emphasize the need for instructional strategies that actively engage learners and promote deeper understanding of scientific concepts. These

results support the findings of Hofstein and Lunetta (2014), who emphasized that interactive instruction, laboratory activities, visual resources, and technology integration significantly enhance students' interest, engagement, and achievement in Science. Therefore, incorporating these student suggestions may further improve the quality of Science teaching and increase student satisfaction with classroom instruction.

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

The study revealed that the respondents were adequately represented across all Junior High School grade levels, with female students comprising the majority of the participants. Overall, students expressed a high level of satisfaction with the teaching performance of their Science teachers, as reflected in the grand mean of 3.14. Among the evaluated domains, Teacher–Student Relationship and Instructional Delivery obtained Very High ratings, indicating that students highly appreciated their teachers' fairness, support, motivation, and effectiveness in delivering lessons. Meanwhile, Classroom Management, Assessment Practices, and Learning Resources Used were rated High, suggesting positive perceptions with opportunities for further improvement. The test of significant difference showed that student satisfaction did not significantly vary when grouped according to grade level and sex, indicating that students shared similar perceptions of their Science teachers' performance regardless of demographic characteristics. Furthermore, students recommended making Science lessons more interactive and engaging, increasing the use of visual aids, laboratory activities, technology-based instruction, and hands-on projects, while also providing clearer assessment feedback and additional consultation opportunities to further enhance the teaching and learning experience.

Conclusion

The study concluded that students were generally satisfied with the teaching performance of their Science teachers, as reflected in the overall high level of satisfaction across the domains of instructional delivery, classroom management, assessment practices, learning resources used, and teacher–student relationship. Among these domains, teacher–student relationship and instructional delivery emerged as the strongest aspects of teaching performance, highlighting the importance of supportive interactions and effective lesson delivery in promoting positive learning experiences. The findings further revealed that students' satisfaction did not significantly differ when grouped according to grade level and sex, indicating that Science teachers consistently provided equitable and effective instructional experiences across diverse groups of learners. Moreover, the students' preference for more interactive, hands-on, and technology-enhanced learning activities underscores the growing need for learner-centered instructional approaches in Science education.

Overall, the findings suggest that fostering positive teacher–student relationships, strengthening instructional practices, and integrating engaging learning experiences are essential strategies for enhancing student satisfaction, engagement, and academic success in Science.

Recommendations

The findings suggest the value of sustaining the positive teacher–student relationships and effective instructional delivery demonstrated by Science teachers while exploring opportunities to enrich classroom experiences through interactive activities, hands-on experiments, visual aids, and technology-enhanced instruction.

Student participation in classroom and laboratory activities may further support meaningful learning experiences, while the provision of adequate instructional resources and professional development opportunities may contribute to the continuous improvement of teaching practices. Curriculum enhancement efforts may also consider the integration of more experiential and student-centered learning approaches.

Future studies may examine other factors related to student satisfaction and teaching performance in Science across different educational contexts and learner groups.

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