



**BUSINESS PROGRAM SERVICES IMPLEMENTATION AND
STUDENTS' SATISFACTION IN ABC SCHOOL:
BASIS FOR SCHOOL ACTION PLAN**

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ABSTRACT

Schools, as a business, must focus on their overall profitability by establishing their strengths and opportunities inside and outside the school. To ensure the current demand that they had, they needed to propose a plan that would continuously track and monitor the level of school performance in terms of financial and non-financial aspects. There were many studies related to students' satisfaction. However, to see the impact of program services implementation in maintaining the quality of instruction, continuous improvement of curricula, and developing a good learning environment for stakeholders, only limited studies were conducted.

With this, this study assessed the difference between the assessments of the faculty members and students as regards the level of implementation of business programs services, as well as the relationship and its impact on the level of students' satisfaction on program services. This research concluded that there was a significant difference between the assessments of the faculty members and the students as regards the level of implementation of business program services in ABC School in terms of curriculum and learning environment. On the other hand, the respondents had similar assessments of the instruction. Also, there was a significant relationship between the level of implementation of the program services and the level of students' satisfaction. This study would recommend inputs to the school action plan.

Keywords: program services, satisfaction, curricula, instructions, student achievement, student commitment, student retention and migration

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INTRODUCTION

Competition among businesses is endless nowadays. A company must implement strategies and invest a large amount of money to build a competitive position in the market. By knowing the company's strengths, they can assess the things they need to maintain and the weakness they can see what things to improve. Businesses must ensure that they are operating effectively and efficiently. Encouraging customers, maintaining customer satisfaction, and providing harmonious relationships among stakeholders play a vital role in marketing. Determining business opportunities may be a big help in considering the future of business. It is easy for every business to get market share from the total demand but maintaining a good position in the market is not. The business must craft a strategy that will distinguish them from its competitors by considering the features such as creativity, flexibility, and adaptability.

As cited in the World University Ranking (2021), The Times Higher Education, leading the way in terms of profitability, University of Oxford followed by Stanford University, and Harvard University were the top three (3) educational service providers in the world. With the significant amount of net worth and income, this may be evidence that educational institutions play a vital role in producing quality professionals and support their objective of earning money through school fees. A recent study conducted by QS Asia Ranking (2021) entitled Discover the top universities in Asia stated that the National University of Singapore (NUS) was the top university among the universities across Asia in terms of international research and publications, student-faculty ratio, academic reputation, examination performance, and employability. As home to powerful and developing economies, it appears more students are eager to secure places in the higher education sectors that can contribute to economic development. Providing quality program implementation will help increase the chance of gaining opportunities to be on top of the market.

Today, some schools use tuition fees as their competitive advantage, and some use physical facilities like classrooms, resource centers, cafeterias, and gymnasium as their main attraction. On the other hand, ABC School, located in Brgy. Mamatid, Cabuyao City, with the tagline "Education does not need to be expensive" promotes its program offerings through affordable tuition fees and posting of board exam passers outside the school campus. ABC School is a small school in Cabuyao City that offers varieties of programs like Criminology, Psychology, Education, and Business-related courses. Building the name or brand of service offerings is a must for every business to be popular. Many citizens from Cabuyao and other cities are still not familiar with the school since the marketing effort is relatively low. In the previous years, ABC School records the highest number of college enrollees. But for every semester, even before the

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surge of the pandemic, the number of enrollees is continuously reducing and catching the management's attention. ABC School, just like other businesses, needs an intensified marketing strategy for them to support the costs and expenditure of the operation and provide a relative increase in profitability.

Schools, as a business, must focus on their overall profitability by establishing their strengths and opportunities inside and outside the school. To ensure the current demand that they have, they need to propose a plan that will continuously track and monitor the level of school performance in terms of financial and non-financial aspects. Profit plays a crucial role in building a sustainable and resilient operations. There are many studies related to students' satisfaction. However, to see the impact of program services implementation in maintaining the quality of instruction, continuous improvement of curricula, and developing a good learning environment for stakeholders, only limited studies were conducted. The research objective was to know how satisfied the stakeholders of ABC School were and to determine the level of implementation of the business program services.

MATERIALS AND METHODS

The present study was focused on the level of implementation of business program services to determine the level of satisfaction of selected stakeholders of ABC School. Although all researches were descriptive in nature, this study found most suitable correlational design.

The descriptive correlation method was used to determine the link between the amount of implementation and the level of student satisfaction with ABC School's program services in this quantitative study. Ching (2022) defined a descriptive correlational study as interested in describing relationships among variables without seeking to establish a causal connection. It outlines the variables as well as the natural relationships that existed between and among them. Moreover, the descriptive correlation measured the relationship between two or more variables indicating how one variable may predict another.

Research locale referred to the specified area and/or focus of the study. The study was conducted at ABC School in Laguna where the researcher was employed. This locale was strategically located close to the community where many students were enrolled. This school was chosen to help the management validly assessed the program implementation for the benefit of the students.

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The respondents of the study were the enrolled students for academic year 2020-2021 at ABC School and the academic staff of the business program. The respondents were chosen regardless of age, gender, marital and economic status. The total number of respondents of the study was 140. In the study, the composition of the respondents was presented above. Fifty-seven percent (80 out of 140) of the total population were composed of BSBA students, 21.5% (30 out of 140) were BSA students, and 21.5% (30 out of 140) were selected faculty members from the business courses.

The researcher used a researcher-made questionnaire as an instrument of the study. A questionnaire created by the researchers assessed the level of program service implementation and respondents' satisfaction. The survey questionnaire was divided into two (2) sections: statements about the level of program service implementation and statements about student satisfaction at ABC School. The business program students answered both part one (1) and part two (2) while the business program faculty members answered part one (1) only.

For easy administration, scoring, and assessment of the survey questionnaire, the researcher utilized the Likert scale to obtain the responses. A numerical score was associated with each response and showed the degree of attitudinal favorableness according to the following: (3.26 - 4.00) Fully Implemented, (2.51 - 3.25) Implemented, (1.76 - 2.50) Partially Implemented and (1.00 - 1.75) Not Implemented, for the level of business program implementation. The arbitrary Scale for the level of students' satisfaction was (3.26 - 4.00) Fully Satisfied, (2.51 - 3.25) Satisfied, (1.76 - 2.50) Partially Satisfied, and (1.00 - 1.75) Not Satisfied.

The following are the statistical treatments applied to the study using the Statistical Package for Social Sciences (SPSS): The mean and a four-point Likert Scale were used to describe the level of implementation of business program services as evaluated by the selected stakeholders and students, as well as the level of satisfaction with business program services in terms of student achievement, commitment, and retention, and migration. The significance of the difference between students' and selected stakeholders' assessments of business program services was determined using a simple T-test. The Pearson product-moment correlation was utilized to determine the association between the generational cohort and the manifestation of work-related difficulties. It was used to find a link between the level of implementation and the level of student satisfaction with ABC School's program services. To establish the impact between the implementation of business program services in terms of instruction, curriculum, and learning environment and the level of students' satisfaction in terms of student achievement, commitment, retention, and migration, the multiple linear regression analysis was used.

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RESULTS AND DISCUSSION

Discussion per problem and per table/thematic chart followed by discussion, interpretation/reflection, and supporting literature.

Table 1.1

Level of Implementation on Programs Services in ABC School as assessed by the Faculty Members and the Students in terms of Instruction

Indicators	Faculty		Students		Composite	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
The instructor clearly explains the course requirements.	3.73	FI	3.59	FI	3.66	FI
The instructor prepares his lesson regularly.	3.73	FI	3.55	FI	3.64	FI
The instruction given by the instructor are clear and understandable.	3.73	FI	3.55	FI	3.64	FI
The instructor follows the class hour as scheduled.	3.57	FI	3.60	FI	3.59	FI
The instructor summarizes and emphasizes lessons clearly.	3.70	FI	3.51	FI	3.61	FI
The instructor can make clear and understandable presentations.	3.60	FI	3.56	FI	3.58	FI
The instructor uses examples/illustrations to clarify modules/PowerPoint.	3.63	FI	3.58	FI	3.61	FI
The instructor's use of challenging questions/problems during a discussion is appropriate.	3.67	FI	3.41	FI	3.54	FI
The instructor has the initiative to finish the class discussion.	3.60	FI	3.55	FI	3.58	FI
The instructor entertains questions for clarifications and further discussions.	3.63	FI	3.67	FI	3.65	FI
General Assessment	3.66	FI	3.56	FI	3.61	FI

Legend: 3.25 - 4.00 Strongly Agree - Fully Implemented (FI)
2.50 - 3.24 Agree - Implemented (I)
1.75 - 2.49 Disagree - Partially Implemented (PI)
1.00 - 1.74 Strongly Disagree - Not Implemented (NI)

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Table 1.1 shows that the general assessment of the faculty members and students were 3.66 and **3.56** respectively which were both interpreted as **Fully Implemented**. This means that program services in ABC School as assessed by the faculty members and the students in terms of instruction were **Fully Implemented**. "The instructor clearly explains the course requirements" had the highest general composite mean which was **3.66** and interpreted was **Fully Implemented**. "The instructor's use of challenging questions/problems during a discussion is appropriate" gained the least general composite mean which was **3.54** and was interpreted as **Fully Implemented**.

The above-mentioned findings of the study imply that most of the instructors can relay information clearly related to the course requirement. This helps the students to fully understand the direction of the course for the semester. A well-explained instruction provides clarity and transparency for the students. Moreover, the instructor's use of challenging questions/problems during discussion garnered the lowest mean, an implication that the instructors have something to be improved. Students still wanted to receive more related situations and relevant information during the discussion phase.

Accordingly, Kapur (2020) mentioned that within the course of implementation of teaching-learning methods, teaching-learning materials, and instructional strategies, the instructors needed to take into account the principles. These needed to align with the needs and abilities of the students. As a result, students might perform effectively in their jobs and get a thorough understanding of academic subjects and instructional plans. On a broad scale, information on fundamental teaching practices will be valuable and advantageous to pupils. For the students to be satisfied, teachers must carry out their tasks. Students should become more interested in their education. Teachers should also be able to conquer all obstacles and hurdles. As a result, at educational institutions of all levels, the concepts must be tailored to the students' needs and skills.

In addition, as cited by Salmon and Barrera (2021) in their study, "Intentional Questioning to promote Thinking and Learning", questioning was an important cognitive activity that enhanced teaching and learning. The quality of the questions that teachers asked had a significant impact on whether students were curious, thinking, and, as a result, learning. Asking to encourage learning, excellent questions were art that demands the teacher's creative intervention. When instructors could comprehend their students' past knowledge, reasoning, and inquiry to scaffold them to the next level, they generate zones of proximal growth. Furthermore, a facilitator of learning opportunities and a consumer of someone else's ideas were being distinguished by

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efficient asking. The use of high-quality questions aids schools in developing a distinctive identity and empowers

Table 1.2

Level of Implementation on Programs Services in ABC School as assessed by the Faculty Members and the Students in terms of Curriculum

Indicators	Faculty		Students		Composite	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
The content of the curriculum is updated.	3.80	FI	3.52	FI	3.66	FI
The content is relevant to the intended learners.	3.63	FI	3.51	FI	3.57	FI
The content is aligned with the school's vision.	3.67	FI	3.46	FI	3.57	FI
The content is attainable.	3.60	FI	3.41	FI	3.51	FI
The school resources are enough to support the content of the curriculum.	3.70	FI	3.36	FI	3.53	FI
The content is reasonable and relevant.	3.67	FI	3.51	FI	3.59	FI
Learning materials are well prepared.	3.67	FI	3.43	FI	3.55	FI
The course guide and the curriculum are aligned.	3.70	FI	3.48	FI	3.59	FI
The curriculum has undergone revisions.	3.73	FI	3.49	FI	3.61	FI
There is a training program for curriculum preparers.	3.67	FI	3.46	FI	3.57	FI
General Assessment	3.68	FI	3.46	FI	3.57	FI

Legend: 3.25 - 4.00 Strongly Agree - Fully Implemented (FI)
 2.50 - 3.24 Agree - Implemented (I)
 1.75 - 2.49 Disagree - Partially Implemented (PI)
 1.00 - 1.74 Strongly Disagree - Not Implemented (NI)

Table 1.2 shows that the general assessment of the faculty members and students were **3.68** and **3.46** respectively which were both interpreted as **Fully Implemented**. This means that program services in ABC School as assessed by the faculty members and the students in terms of the curriculum were **Fully Implemented**. "The content of the curriculum is updated" attained the highest general composite mean which was **3.66** and was interpreted as **Fully Implemented**. "The content is attainable" had the least general composite mean which was **3.51** and was interpreted as **Fully Implemented**.

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The results infer that there is a continuous improvement in the curriculum as assessed by the students and instructors. Continuous updating of curriculum could be an edge of every school since this is one way of maintaining quality delivery of services. It can also observe that the students and instructors are contented with the implementation of the current curriculum. However, for the students and instructors, it is hard to attain the full content of the curriculum of so many factors such as but not limited to time/duration, funding, traditions, etc.

Similarly, Febriana and Arlianty (2017) aimed to find out the extent of implementation of the new curriculum in Yogyakarta as a pioneer school. Curriculum development should always be part of the continuous improvement of the school educational system since this may indicate that schools are advocating quality and excellent delivery of learning.

In the same fashion, Kapur (2020) explained that promoting student learning and enabling them to acquire an efficient understanding of the academic subjects and lesson plans proved that up-gradations were needed to take place in the curriculum. Since the authority and responsibility of preparing students were delegated to the instructors, they were required to disseminate information among them by following the curriculum principles.

Table 1.3
Level of Implementation on Programs Services in ABC School as assessed by the Faculty Members and the Students in terms of Learning Environment

Indicators	Faculty		Students		Composite	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Provides comfort in online learning	3.67	FI	3.37	FI	3.52	FI
Provides good interaction between students and faculty	3.53	FI	3.33	FI	3.43	FI
Provides proper delivery of lesson/topic	3.70	FI	3.45	FI	3.58	FI
Provides adequate technical support for an online class	3.57	FI	3.35	FI	3.46	FI
Provides resources for the online conduct of classes that are accessible.	3.63	FI	3.43	FI	3.53	FI
Provides an adaptable learning environment	3.63	FI	3.41	FI	3.52	FI
Provides security in the conduct of online class	3.60	FI	3.38	FI	3.49	FI

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The LMS is updated regularly.	3.50	FI	3.18	I	3.34	FI
Provides enough features to support learning	3.63	FI	3.34	FI	3.49	FI
Provides longterm sustainability of learning	3.57	FI	3.35	FI	3.46	FI
General Assessment	3.60	FI	3.36	FI	3.48	FI

Legend: 3.25 - 4.00 Strongly Agree - Fully Implemented (FI)
2.50 - 3.24 Agree - Implemented (I)
1.75 - 2.49 Disagree - Partially Implemented (PI)
1.00 - 1.74 Strongly Disagree - Not Implemented (NI)

Table 1.3 illustrates that the general assessment of the faculty members and students were **3.60** and **3.36** respectively which were both interpreted as **Fully Implemented**. This means that program services in ABC School as assessed by the faculty members and the students in terms of learning environment were **Fully Implemented**. "Provides proper delivery of lesson/topic" had the highest general composite mean which was **3.58** and was interpreted as **Fully Implemented**. "The LMS s updated regularly" obtained the least general composite mean which was **3.34** and was interpreted as **Fully Implemented**.

It implies that the use of a learning management system (LMS) provides good delivery of lessons and topics per the students and instructors. Having a partner in delivering good quality services to the students such as LMS provides benefits both to the students and the instructors. The students have unlimited access to their lessons and organize lessons properly. Moreover, it helps the instructors to deliver effectively their lessons with the use of LMS by conveniently tracking students' progress and performance. Regular updates in LMS contents, styles, features, etc. got the lowest mean. This may be concluded that regular monitoring of LMS has an additional burden for the school since it may require additional maintenance costs/expenses.

According to Sims (2021), LMS played a vital role in attaining the program outcomes. Having innovative tools in delivering the lessons or topic benefited both the students and the instructors. LMS should include features that would make learning much easier. To improve learning and teaching situations, proficient instructors could use a wide range of LMS features. These tools made teaching more relevant and learning more enjoyable, immersive, relevant, and encouraging. Furthermore, the tools were appealing because they can convey a variety of messages and transform traditional forms of learning.

Moreover, Back et al. (2016) claimed that LMS required to be revisited and updated. The adaptability of the students and the instructors influenced their interest of the students. Regular

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review of the features and content should be considered to consistently provide contentment to the students. Students are inclined to learn and would like to learn more when quality content is engaging and models real-world application. Because they recognize the value of the content, their learning experience becomes more meaningful.

Table 2

Test of Significant Difference on the Assessment of the Faculty Members and the Students as regards the Level of Implementation on Business Programs Services in ABC School

Variables	T test	P value	Remarks	Decision
Instruction	1.176	.242	Not Significant	Accept Ho
Curriculum	.322	.019	Significant	Reject Ho
Learning Environment	.847	.017	Significant	Reject Ho

Table 2 shows that there was a significant difference between the assessment of the faculty members and the students as regards the level of implementation of business program services in ABC School in terms of curriculum and learning environment. This means that the faculty members and the students have a different perspectives on the implementation of Business Programs Services in ABC School in terms of curriculum and learning environment. As shown in the table, their probability values of .019, and .017 respectively were both less than the level of significance at .05, thus rejecting the null hypothesis.

In terms of instruction, however, there was no substantial difference between the responses of the aforementioned respondents when it came to the level of execution of business program services in ABC School. This indicated that both professors and students were on the same page when it came to the implementation of business program services at ABC School. Because the probability value was above the .05 level of significance, the null hypothesis was accepted.

Moreover, Humphrey (2016) mentioned that there was a need to understand what it meant to say that a given intervention "works," how it worked and evaluated "why different programs do or do not work, with whom and in what circumstances they work, what is required to accelerate specific established programs, and what policy supports are required to scale up certain proven programs," without losing effectiveness. Preplanning and foundations, the

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implementation support system, the implementation environment, implementer factors, and intervention characteristics had all been identified in various kinds of literature that influenced implementation.

Table 3.1

Level of Students' Satisfaction on Program Services of ABC School in terms of Student Achievement

Indicators	Mean	Verbal Interpretation
The course improves learning	3.39	FS
The progress toward achieving course objectives was met.	3.36	FS
The course helped me to think independently about the subject matter.	3.51	FS
The course encouraged me to exert effort in the class	3.47	FS
The interest has increased in the subject area	3.41	FS
The instruction helps me minimize my mistakes	3.41	FS
The course help me visualize the reality that I applied most of the time.	3.38	FS
The course has challenged me.	3.55	FS
This course actively involved me in what I was learning.	3.51	FS
The course made me realize the importance to voice my opinions.	3.39	FS
General Assessment	3.44	FS

Legend: 3.25 - 4.00 Strongly Agree - Fully Satisfied (FS)
2.50 - 3.24 Agree - Satisfied (S)
1.75 - 2.49 Disagree - Partially Satisfied (PS)
1.00 - 1.74 Strongly Disagree - Not Satisfied (NS)

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Table 3.1 illustrates that the general assessment of the students was **3.44** which was interpreted as **Fully Satisfied**. This meant that level of satisfaction with the program services of ABC School as assessed by the students in terms of student achievement was **Fully Satisfied**. "The course has challenged me" gained the highest general composite mean which was **3.55** and interpreted as **Fully Satisfied**. "The progress toward achieving course objectives was met" had the least general composite mean which was **3.36** and was interpreted as **Fully Satisfied**.

With the given results, it can be deduced that the reason the students in taking their respective courses is they want to challenge their selves. Nowadays, most students can be considered risk-taker. Students are willing to accept the difficulties and hardships of their chosen paths since this may be part of their achievement as a student. However, achieving course objectives challenge the progress of the students. It can be inferred that it required efforts both on the part of the students and the faculty members towards attaining course objectives.

Accordingly, Lee (2021) stated that the most important reasons for taking college course was the students rated fulfilling major and general education requirements and acquiring career skills, regardless of whether it was expected to be their most difficult or most important course. Completing major requirements and preparing for future jobs appeared to be more important to students than interest or self-improvement as reasons for enrolling in demanding and important courses. In choosing their courses, students were responding to both personal and structural factors.

Furthermore, Kumar (2021) stated that the most important feature required to improve educational quality is the OBE evaluation of course outcomes. Course Outcomes (COs) were used to measure POs which were broad statements that indicate knowledge and skills gained at the end of the course. If the achievement was satisfactory, the teaching-learning process was continued; if not, changes in the learning process might be required to improve the achievement. If the level of attainment was high, it was simple to raise it by modifying the attainment formula. The systematic collection of data and the use of student learning information for course improvement entailed the evaluation of course results.

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Table 3.2

Level of Students' Satisfaction on Program Services of ABC School in terms of Student Commitment

Indicators	Mean	Verbal Interpretation
The actively reading of updates regarding changes in my course	3.34	FS
The readiness of the professor for every class.	3.40	FS
The importance of promptly attending of class.	3.65	FS
The importance of attending classes regularly.	3.67	FS
The use other campus resources support my studies such as the library/learning resource center.	3.23	S
The active participation in class since this is part of the necessary learning experience.	3.41	FS
The understanding of college environment where the class may challenge me.	3.54	FS
The ability to strive harder even in times of difficulty	3.47	FS
The mind set of being optimistic that learning is a necessary part of being a student.	3.48	FS
The understanding that cheating is unethical/wrong.	3.64	FS
General Assessment	3.48	FS

Legend: 3.25 - 4.00 Strongly Agree - Fully Satisfied (FS)
2.50 - 3.24 Agree - Satisfied (S)
1.75 - 2.49 Disagree - Partially Satisfied (PS)
1.00 - 1.74 Strongly Disagree - Not Satisfied (NS)

Table 3.2 shows that the general assessment of the students was **3.48** which was interpreted as **Fully Satisfied**. This means that level of satisfaction with program services of ABC School as assessed by the students in terms of student commitment was **Fully Satisfied**.

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“The importance of attending classes regularly” had the highest general composite mean which was **3.67** and was interpreted as **Fully Satisfied**. “The use of other campus resources support my studies such as the library/learning resource center” had the least general composite mean which was **3.23** and was interpreted as **Satisfied**.

The results of the study reveal that students are always eager to attend their respective classes for them to learn. Most of them are serious about choosing what activity they need to prioritize. Establishing priorities and knowing where the time could be spent indicate that the students are committed. On the other hand, the use of other campus learning or e-learning resources such as e-library or learning resource center garnered the lowest mean. This can be concluded that the internal resources of books, journals, and other learning resources are enough to support the students’ referencing and studying.

Likewise, Bower (2019) revealed that students value their commitment by regularly attending class and avoiding absences if possible. The need to bridge the gap between students attending on-campus classes and those learning at a distance has been a recurrent concern since the emergence of online learning, in order to provide all students enrolled in a course or unit of study with equal learning opportunities. The more active learning approaches given by blended synchronous learning were praised by both distant and face-to-face students in all circumstances. Students were able to apply the knowledge they were learning in class through question-and-answer sessions, diagram-labeling assignments, collaborative evaluation activities, role plays, whiteboard exercises, and design exercises.

Furthermore, Marques and Greenidge (2020) attempted to establish how many academic libraries there are around the world that fulfill the information needs of graduate students engaged in distance-learning programs and investigate their information-seeking habits to learn how they obtain content for their online courses. Many studies from throughout the world have documented the success and challenges that librarians confront while communicating online with university off-campus students. Students' engagement with the library could be a major role in favorably influencing their learning experience, which could help the library, and hence the institution, achieve its goals and, ultimately, mission.

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Table 3.3

Level of Students' Satisfaction on Program Services of ABC School in terms of Student Retention and Migration

Indicators	Verbal	
	Mean	Interpretation
The school fees are inexpensive	3.45	FS
The faculty members treat students like family.	3.32	FS
The faculty members listen to students.	3.33	FS
The faculty members show care for the students.	3.33	FS
The faculty members are reliable.	3.33	FS
The school has fair policies/rules.	3.29	FS
The school provides students a safe environment.	3.43	FS
The resources needed are always available	3.30	FS
The cleanliness of the campus	3.29	FS
The appreciation of the importance of preservation of the environment.	3.42	FS
General Assessment	3.35	FS

Legend: 3.25 - 4.00 Strongly Agree - Fully Satisfied (FS)
2.50 - 3.24 Agree - Satisfied (S)
1.75 - 2.49 Disagree - Partially Satisfied (PS)
1.00 - 1.74 Strongly Disagree - Not Satisfied (NS)

Table 3.3 illustrates that the general assessment of the students was **3.35** which was interpreted as **Fully Satisfied**. This means that level of satisfaction with program services of ABC School as assessed by the students in terms of student retention and migration was **Fully Satisfied**. "The school fees are inexpensive" attained the highest general composite mean which was **3.45** and was interpreted as **Fully Satisfied**. "The school has fair policies/rules and

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the cleanliness of the campus” attained the least general composite mean which was **3.29** and was interpreted as **Fully Satisfied**.

It implies that having inexpensive school fees is one of the reasons why students still choose to stay at ABC School. It is a great advantage for the school which can afford to offer lower fees without reducing the quality of services. It clearly shows that the imposed school fees hinder the options of transferring to other schools. However, the students are satisfied with the fairness of school rules and policies since the implementations are well established and institutionalized. Also, they are happy with the cleanliness of the school areas such as but not limited to rooms, laboratories, canteens, gymnasium, etc.

According to Devereux (2018), finding students who were in danger of not finishing their studies and dropping out before they become a statistic is a major concern for the Higher Education sector. Some students dropped out due to financial constraints. Many students, particularly those from low-income, working-class, or disadvantaged families, dropped out because they could not afford the direct and indirect costs of education or could not continue to attend when their financial circumstances change. Even with part-time work, loans, and some financial aid, some students could not afford to continue or find the financial strain too much to bear. Some students would work part-time while pursuing their degree or return after they have saved enough money to pay for their college costs, others would leave never to return.

In addition, Allen (2021) emphasized that evidence-based policies were critical to the way that contemporary schools were run. Policies had regulatory purposes, but they could also establish high standards for teaching and learning, as well as possibilities for genuine interaction among staff, students, and communities. All school policymakers should make sure that students and staff are fully engaged in the development and execution of policies that affect them. Knowing and comprehending the utility of such rules benefits parents, staff, students, school leaders, and often the entire school community. Schools must think about how their policies will be updated, disseminated, understood, implemented, and evaluated.

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Table 4

Test of Significant Relationship between the Level of Implementation of the Programs Services and the Level of Students' Satisfaction of ABC School

Implementation of the Programs Services	Students' Satisfaction	r value	p value	Remarks	Decision
Instruction	Achievement	.642**	.000	Significant	Reject Ho
	Commitment	.573**	.000	Significant	Reject Ho
	Retention	.627**	.000	Significant	Reject Ho
Curriculum	Achievement	.603**	.000	Significant	Reject Ho
	Commitment	.631**	.000	Significant	Reject Ho
	Retention	.689**	.000	Significant	Reject Ho
Learning Environment	Achievement	.729**	.000	Significant	Reject Ho
	Commitment	.657**	.000	Significant	Reject Ho
	Retention	.684**	.000	Significant	Reject Ho

Table 4 shows that there was a significant relationship between the level of implementation of the program services in terms of instruction, curriculum, and learning environment and the level of student's satisfaction in terms of student achievement, student commitment, and student retention and migration in ABC School. The r values were interpreted as with a low to a high positive correlation. The probability values were all less than the level of significance at .05 thus rejecting null hypothesis.

The above-mentioned finding implies that the more the business program services is implemented by ABC school the more the students are satisfied with their academic and non-academic achievement, commitment to their studies, and retention and migration in the program. Hence, focusing on improved instruction, continuous curriculum development and providing a harmonious learning environment provides overall satisfaction to the students.

As cited in Guan (2021) mentioned that English had been a requirement to achieve the goal of talent cultivation; with management optimization and teaching quality improvement to ensure teaching quality in college universities. Higher student satisfaction resulted from high-quality teaching. They were more satisfied when students' personal educational needs are met. Satisfaction allowed students' enthusiasm and motivation in learning the English language,

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thereby effectively reducing learning burnout. Improving retention was closely related to student satisfaction. They also discovered a strong relationship between satisfaction and related services such as the provision of innovative knowledge, lecturers' willingness to assist students at all times, and the availability of feedback on students' learning.

Table 5.1

Regression Analysis on the Impact of Implementation of Programs Services to the Level of Students' Satisfaction in ABC School in terms of Student Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.919	.236		3.890	.000		
Instruction	.221	.104	.221	2.120	.036	Significant	Reject Ho
Curriculum	.065	.098	.069	.664	.508	Not Significant	Accept Ho
Learning Environment	.449	.083	.526	5.442	.000	Significant	Reject Ho
R-Square			= .567	F-value		= 46.264	
Adjusted R Square			= .555	Significance		=.000	

Table 5.1 shows that instruction and learning environment significantly impacted the level of students' satisfaction in terms of student achievement by 56.7%. Hence, improving quality instruction and learning environment could be the focus of the school as it helps the student toward achievement. Based on the table, the instruction and learning environment significantly impacted the students' satisfaction with program services. The null hypothesis is rejected because the probability values of .036, and .000 were less than the level of significance of .05.

To support, Duzevic (2020) pointed out that HEI could stimulate student achievement through their processes, such as additional educational programs, advising services for students, supporting students in the realization of academic and non-academic goals, supporting student groups, and extracurricular activities. Schools should consider prioritizing the program

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implementation to give satisfaction to the students. Students' achievement is the result of their satisfaction to the offered program services. This research helped the researcher better grasp the link between quality assurance processes and student engagement. They indicated the potential effects of the quality management system not only on student satisfaction and business efficiency, but also on the student outcomes.

Table 5.2

Regression Analysis on the Impact of Implementation of Programs Services to the Level of Students' Satisfaction in ABC School in terms of Student Commitment

Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Remarks	Decision
B	Std. Error	Beta					
(Constant)	1.206	.246		4.895	.000		
Instruction	.064	.109	.066	.585	.560	Not Significant	Accept ho
Curriculum	.273	.102	.301	2.674	.009	Significant	Reject ho
Learning Environment	.329	.086	.400	3.815	.000	Significant	Reject ho
R- Square		= .491		F-value		= 34.054	
Adjusted R Square		= .496		Significance		= .000	

Table 5.2 shows that curriculum and learning environment significantly impacted the level of students' satisfaction in terms of student commitment by 49.1%. It also indicated that the students are committed if the school continuously improves its curriculum and promotes a harmonious learning environment. The null hypothesis was rejected because of the probability values of .000 and .009 were less than the level of significance of .05. The two variables, education and learning environment, had a 49.1 percent impact.

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Additionally, Ozdemir (2018) stated that by improving the quality of schools as living spaces, students will be more committed to the school. The findings revealed that the quality of school life and students' commitment to the school interact with each other. It could be claimed that as the quality of school life improves, so will the students' dedication to the school. This result was emphasized in the associated literature that if the quality of their school life improved, so would their performance, moral values, and success, and thus it was. Students' dedication to schools was predicted to rise as well. Students' satisfaction and commitment received a lot of attention in higher education in recent decades, as they played a big role in attracting and retaining students.

Table 5.3

Regression Analysis on the Impact of Implementation of Programs Services to the Level of Students' Satisfaction in ABC School in terms of Student Retention and Migration

Mo	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks	Decision
	B	Std. Error	Beta				
(Constant)	.452	.268		1.686	.095		
Instruction	.120	.118	.107	1.017	.312	Not Significant	Accept ho
Curriculum	.380	.111	.359	3.418	.001	Significant	Reject ho
Learning Environment	.344	.094	.358	3.668	.000	Significant	Reject ho
R- Square			= .559	F-value		= 44.776	
Adjusted R Square			= .546	Significance		=.000	

Table 5.3 shows that curriculum and learning environment significantly impacted the level of students' satisfaction in terms of student retention and migration by 55.9%. It can also be

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concluded that the students choose to stay when they see that the curriculum is updated and the learning environment thru the learning management system delivers effectively the lessons. The null hypothesis was rejected because of the probability values of .000 and .001 which were less than the level of significance of .05. By 55.9%, the two variables of instruction and learning environment had a substantial impact.

Moreover, De Paepe (2018) cited that understanding why students drop out, what factors contributed to student satisfaction, and how to improve student retention is critical to the success of online courses. Program leaders and implementers must become aware of the issues that influence retention and establish retention strategies. This study provided sufficient evidence to warrant the implementation of retention initiatives to improve freshmen' satisfaction.

The findings of the study necessitate the proposal of action plan. Having continuous improvement of program services implementation helped maintain students' satisfaction. It impacted the level of business program implementation and the level of students' satisfaction in ABC School.

Proposed Action Plan

General Objective	To encourage continuous improvement on implementation of program services in ABC School that could be an edge to be the school of choice for new and old students.				
Key Result Areas	Objectives	Strategies/Activities	Time Frame	Persons Involved	Success Indicators
Instruction	To increase the knowledge of instructors by increasing their awareness on giving assessments that will help improve students' performance.	<ul style="list-style-type: none"> • Trainings, seminars, and workshops for instructors • Class monitoring and evaluation • Supervision of Examination contents 	<ul style="list-style-type: none"> • Two weeks before the start of the semester • End of prelim period and final period ends • Subject for 	<ul style="list-style-type: none"> • Instructors, Program Head, and Deans • Instructors, Program Head, and Deans • Instructors, Program Head, and Deans • Instructors, Program Head, and Deans 	<ul style="list-style-type: none"> • 90% of instructors attended and passed the workshop • Able to garner 85%-above grade in the evaluation • 90%-above content compliance based on CG coverage

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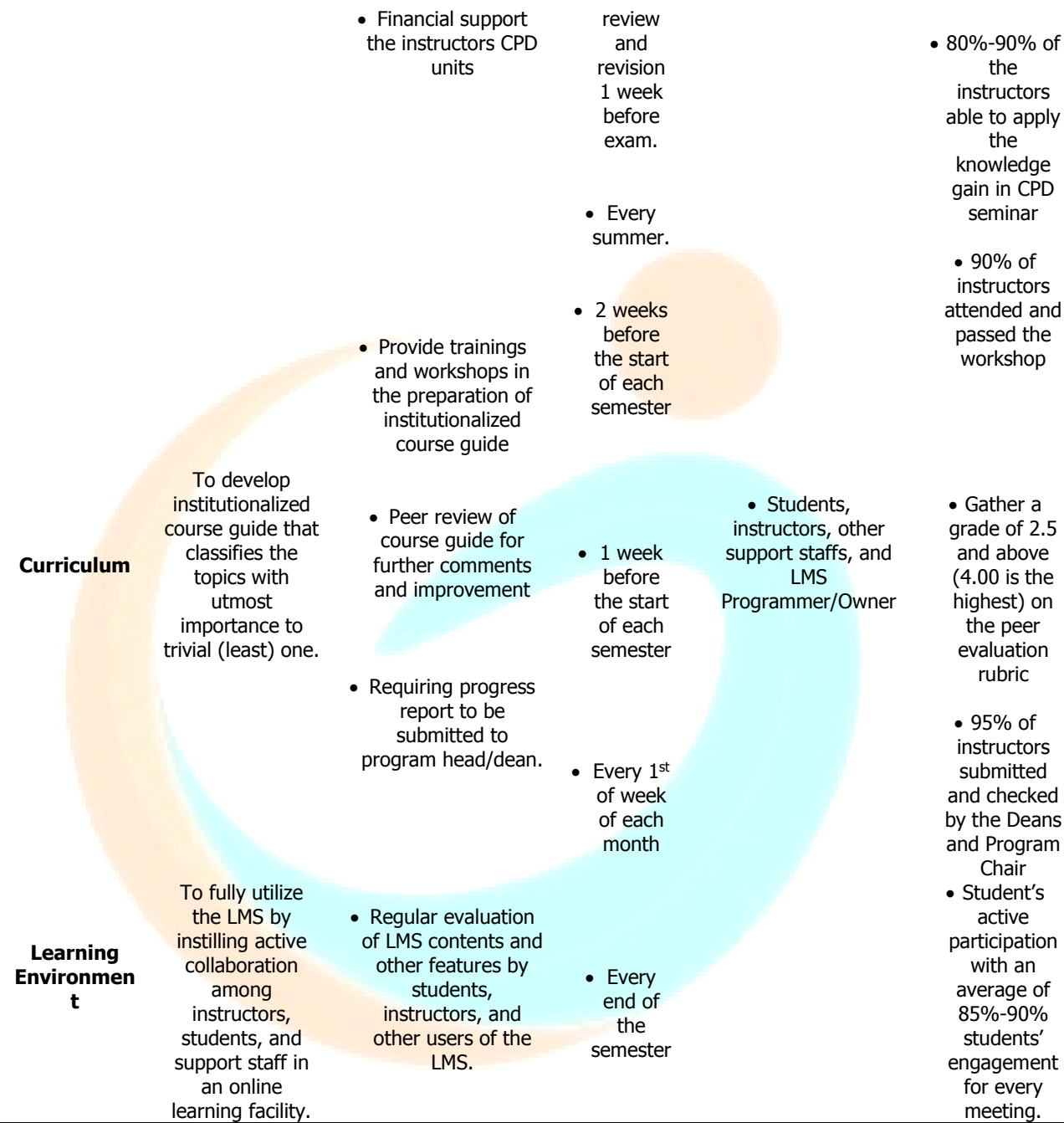
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CONCLUSIONS

In the light of the findings of the study, the following conclusions were drawn:

That most of the instructors can relay information related to the course requirement. Students want to receive more related situations and relevant information during the discussion phase so the continuous improvement of the curriculum is a must. The use of a learning management system (LMS) provides good delivery of lessons and topics as per the students and instructors. Students desire to continuously update the LMS features, contents, etc. That the assessments of the aforementioned respondents on the level of implementation of business program services in ABC School are not significantly different. That the students want to challenge themselves.

Achieving course objectives challenges the progress of the students. It also reveals that students are always eager to attend their respective classes for them to learn. It may be concluded that the internal resources are not enough to support the students' referencing and studying. The school fees are affordable which is why students still choose to stay at ABC School. That the implementation of business program services is vital to achieve the students' satisfaction with their academic and non-academic achievement, commitment to their studies, and retention and migration in the program.

Hence, focusing on improved instruction, continuous curriculum development, and providing a harmonious learning environment provide overall satisfaction to the students. That the improvement of quality instruction and learning environment can be the focus of the school as it helps the student toward achievement. It also indicates that the students are committed if the school continuously improves its curriculum and promotes a harmonious learning environment. The students choose to stay when they see that the curriculum is updated and the learning environment thru the learning management system delivers effectively the lessons. The school action plan is proposed to undertake new capabilities to the program implementation which can boost the market share of ABC School and can get the minimum number of students every year.

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