

LEARNERS LEVEL OF SATISFACTION ON SCHOOL RELATED FACTRS AND ITS EFFECT ON ACADEMIC PERFORMANCE

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ABSTRACT

The purpose of this study was to examine the connection between students' academic achievement and their satisfaction with the educational opportunities provided by their school. The study employed a descriptive correlational research design and surveyed 307 St. Anthony's College of Sta. Ana, Cagayan Inc. respondents from various departments, including Elementary, Junior High School and Senior High School. Students were satisfied with the school-related resources available to them, including student-centeredness, instructional effectiveness, campus support, safety and security, academic advising/ counselling effectiveness and admissions and financial aid effectiveness.

The study emphasized that a school's provision of a safe and conducive environment for learning, as well as high-quality education, is essential for achieving its primary goal. In addition, the study highlighted the importance of identifying the variables that contribute to students' satisfaction with their educational experiences, as this is essential for successfully recruiting students. The short-term student satisfaction attitude that results from evaluating an institution's educational experience, services, and facilities was also discussed. By determining the extent to which students are satisfied with the various components of the schools can gain valuable insights for enhancing the quality of services they offer, according to the studies' findings. Findings indicate that prioritizing student's needs is crucial, as meeting these needs allows them to develop into well-rounded people.

KEYWORDS: *students' satisfaction, basic education department, academic performance, student-centeredness, instructional effectiveness, campus support, safety and security, academic advising, admission, financial aid effectiveness.*

INTRODUCTION

BACKGROUND OF THE STUDY

Schools are the most essential component of our society, where students strive to grow and enhance various abilities and study various things that will help them as individuals. In other words, the major objective of the school is to create a safe environment for students to learn. With enrollment growth and basic education institution expansion projected to continue, there is a rising need to understand the elements that influence student learning satisfaction.

According to the World Bank, Education is a fundamental human right, a catalyst for growth, and one of the most effective means of eradicating poverty and advancing gender equality, health, peace, and stability. It generates significant, dependable income returns and is crucial for ensuring equity and inclusion. The importance of education to both individuals and societies is generally acknowledged. In fact, basic education is now seen in the majority of countries as both a duty and a right. Due to the increasing demand for education, basic education institutions are expanding, which has led to the development of new, more specialized educational programs. These schools must find a strategy to persuade students of their superior service offerings in light of the increased rivalry with other educational institutions (Butt & Ur Rehman, 2010). However, COVID-19 has created chaos in the lives of both students and teachers. The pandemic's disruption of economies and cultures has exacerbated the already severe worldwide education crisis, which is having an unprecedented effect on education.

When it comes to education, the Philippines, along with Thailand, Malaysia, Chile, Argentina, Brazil, and other South American nations, are ranked as "struggling runners" in the ISI 2000 assessment. Without the appropriate educational changes, the Philippines will fall behind in the race for global leadership (Soliven, 2000). Furthermore, according to DepEd Region 2019, the performance of the students who took the National Achievement Test in the past three years has been continuously falling, placing them to the "low mastery" or "low proficiency". In connection to this, the quality of education in the Philippines has decreased.

To deal with the issue concerning to education, the government passed several laws to the congress such as Republic Act 10533 or the Enhanced Basic Education Law (Republic, 2012), RA 10157 or the Kindergarten Act of 2012 (Republic Act 10157, 2011) to build a better individual that will help the country to succeed (Republic, 2018).

This study was designed to assess the students' level of satisfaction on school related factors of Saint Anthony's College. This endeavor sought to gauge how well the school is providing quality education services to the learners of Basic Education Institution in the school. The areas or services covered in this study include: (1) Student Centeredness; (2) Instructional Effectiveness, (3) Campus Support; (4) Safety and Security; (5) Academic

Advising/ Counselling Effectiveness; and (6) Admissions and Financial Aid Effectiveness. The results of this study will be used as a starting point by the administrators to determine how they might improve their current services to fulfill the demands of the students.

STATEMENT OF THE PROBLEM

The study determined the level of satisfaction of learners on the school-related factors and its effect on academic performance.

Specifically, it sought to answer the following questions:

1. What is the profile of the students in terms of the following variables?
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Parents' Educational Attainment
 - 1.4 Number of Siblings
 - 1.5 Order
2. What is the level of satisfaction of learners on the following school-related factors:
 - 2.1 Student centeredness
 - 2.2 Instructional effectiveness
 - 2.3 Campus Support
 - 2.4 Safety and security
 - 2.5 Academic advising/ counselling effectiveness
 - 2.6 Admissions and financial aid effectiveness
3. What is the academic performance of the respondents in the first and second quarter?
4. Is there a significant relationship between the satisfaction of learners on school-related factors and their academic performance?

RESEARCH HYPOTHESIS

There is a significant relationship between the satisfaction of learners on school-related factors and their academic performance.

SIGNIFICANCE OF THE STUDY

This study was conducted to determine the learner's level of satisfaction on school related factors and its effect on academic performance of Saint Anthony's College. The findings of this study can be of use to the following academic stakeholders:

The **Basic Education Department** could use the findings of this study to create opportunities for policy development on how to strengthen the Education Learning Continuity Plan providing therefore different physical and intangible support for learning development.

This study will be helpful to the **Administration** since it will give a general picture of what will encourage students to enroll and pursue education at St. Anthony's College of Sta. Ana, Cagayan. Additionally, it will assist them in improving the services and amenities of the school.

The findings of this study will help **teachers** make decisions about how to engage their pupils in class activities and foster a supportive learning environment.

Future researchers may utilize the ideas presented as a starting point for new study or to evaluate the reliability of existing findings. This study will also provide them with a backdrop or overview and act as a cross-reference.

Generally, this study will help schools as well as the **students** by providing the support they need to ensure their providing support satisfaction and optimum learning experience.

LITERATURE REVIEW

According to Aryani and Siahaan (2020), one of the most important things in life is receiving an education. Especially in a basic education institution, the challenges and competition are getting tougher and more complex due to the expansion of the international market to enter the realm of education and compete openly, while internally, domestic education is still looking for a suitable formulation in order to ward off and win the competition, especially education World. Especially in a basic education institution.

Without students, school, college, and university have no point. Students are the most valuable part of any school or college. The country's social and economic growth is directly tied to how well students do in school. (Ali et al. 2009) say that how well students do in school is a big part of the country's economic and social growth. This is because the best grads will become great leaders and workers for the country.

Previous studies have shown that measuring students' academic success is difficult; this is especially true in the field of education, where students' results can be influenced by a wide range of personal, societal, economic, and environmental factors. These things have a big impact on students' grades, but they are different for every person and every nation (Mushtaq & Nawaz Khan, 2012).

There are several external and internal elements that influence a student's ability to learn and succeed in a primary or secondary school setting (Hijazi & Naqvi, 2006). Teachers should regularly assess their students' academic progress. This not only helps them assess their students' knowledge, but also the efficacy of their own teaching methods and, potentially, their degree of satisfaction (. Martirosyan, Saxon, & Wanjohi, 2014).

There have been many studies done on the topic of quality and education because it is of such paramount importance (Bismala & Manurung, 2021). Student feedback often includes comments on a course's quality. An essential measure of a school's success is the

extent to which its students are happy with the services they get (W. H Chapman & Wong, 2022).

Student satisfaction, defined as a state of contentment, is based on how close actual service delivery is to expectations (Santoso et al., 2021). As defined by Mireles Vázquez and Garca Garca (2022), "satisfaction" is "the pleasant state of the individual when they feel their expectations are covered," and "in the student sphere," it relates to the degree of well-being that students perceive when their expectations and academic demands are met. Maximizing service performance is essential for providing services that meet the needs of both students and the institution. Students are helped by the high-quality services offered by school administration in order to reach their full academic potential (Mudjijanti, 2022). Dissatisfaction occurs when actual outcomes fall short of one's idealized vision of them (Napitupulu et al., 2018).

The quality of a service is measured by how well it satisfies the requirements and preferences of its clientele. Schools, as providers of educational services, have a responsibility to accommodate the wants and needs of students' guardians in accordance with reasonable expectations.

WHAT MAKES A SCHOOL SUCCESSFUL AND WHY

Similarly, there are three ways to look at students' levels of contentment: from a psychological one, a utilitarian one, or a consumerist one (Mireles Vázquez & Garca Garca, 2022). Whereas Zeithaml, Bitner, and Gremler argue in Subandi and Hamid (2021) that service quality is at the heart of evaluation and reflects customer perceptions of certain aspects of the services provided to meet consumer needs and desires and the precision of delivery to strike a balance between consumer expectations.

According to Parasuraman, Zeithaml, and Berry in Triwijayanti et al. (2022), Waworundeng et al. (2022), and Afsyah & Santosa (2022), customers utilize five characteristics of service quality as criteria for evaluating service quality, the same in the field of education. These factors include: The first type, "tangible," refers to things that can be seen and touched, such as buildings, machines, and furniture. and staff; 2) Intangibles like happy customers; 3) Empathy, the obligation to care for and respect one's customers; Thirdly, dependability, or the ability to consistently provide services, 4) Being responsive involves being ready to help customers and provide services quickly. 5) Assurance includes having employees who are knowledgeable, courteous, and able to instill confidence in customers.

In the various independent secondary schools, educational services were provided. The High School is supported by experienced academic personnel, an administrative team that is friendly and welcoming, ample learning resources, and a location that is convenient for students. Opportunities, on the other hand, can be found in the external environment and stem from the financial level of inhabitants as well as the attitude of the community towards the high school's traditional image. The High School cultivates a teaching and learning process of the highest possible caliber, one that not only has the potential to

excite and motivate the students' educational pursuits but also to have an effect on them psychologically. The utilization of learning media at the stage of teaching orientation will significantly contribute to an increase in the effectiveness of the delivery of messages and content related to the lesson at that time. According to Hyun et al. (2017), numerous learning strategies, such as problem-based learning, collaborative learning, and cooperative learning, have emerged as ways to boost student engagement in high school.

STUDENT SATISFACTION TOWARDS LEARNING

SURROUNDING FACTOR

Badar, Kamruddin, and Puteh (2015) state that one of the most influential variables in student excellence is the attitude, polytechnic climate, and lecturer instruction of the students. All the things in the enclosing sphere are collectively known as the environment (Osman, 2014). The environmental component investigated here is how classes are run. Class management, as defined by Hasmah Iberahim (2014), is the process of ensuring that all students in a given classroom have adequate space to study and the resources to do so. Students' attitudes are one of the most important variables in determining how well they do in school. According to Anastasi (2010), a person's attitude is their propensity to respond to a stimuli in a given way. Individuals' potential responses to their environments are best predicted by their mental processes.

FACILITIES

Many considerations need to be made as a university strives to join the ranks of the world's best. Among these is the quality of the university's customer service as it relates to the students who pay for its services (W. Jaffar W. N. et al., 2005). A few examples are classrooms, laboratories, workshops, cafeterias, international offices, athletics, and the actual university. Schools, universities, and the Institute of Private Tertiary Education (IPTA) or the Institute of Private Tertiary Education (IPTS) should provide infrastructures and facilities that are suitable for the course of study in order to ensure that students can learn in a good and comfortable environment and that teachers can communicate knowledge more effectively (Selamat R., 2004).

CONCEPTUAL FRAMEWORK

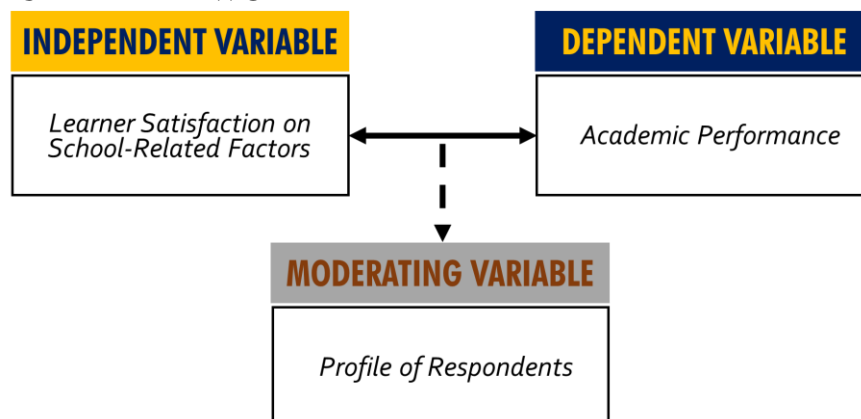


Figure 1. An initial objective of the project was to identify the relationship between learner satisfaction (IV) and the academic performance of the students (DV). Meanwhile, the profile of the respondents will be treated as a moderating variable which will be used as reference in determining the relationship between the IV and DV.

METHODS

This chapter presents the method of research, the subjects of the study, the method of gathering data, the research instruments or tools and the statistical treatment of the data were gathered.

Research Design

A descriptive correlational type of inquiry was used in this study. The profile of the respondents was described and the relationships that occur naturally between and among the variables. Data was treated using the A test.

Locale of the Study

The study was conducted at St. Anthony's College of Sta. Ana, Cagayan, Inc. - Basic Education Department School Year 2022-2023.

Participants/Respondents of the study

Using the Slovin's Formula with 95% level of confidence and 0.05% margin of error, 307 students out of 1,327 total students at St. Anthony's College of Sta. Ana, Cagayan, Inc. - Basic Education Department selected through random sampling will participate the study as respondents.

Instrumentation

The researchers adapted the Student Satisfaction Inventory (SSI) questionnaires which came from the original survey instrument in the Noel-Levitz Satisfaction-Priorities Surveys. The SSI gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, Saint Anthony's College will be able to see the areas most in need of improvement in order to retain students. The SSI asks students to respond with a level of satisfaction.

Data Gathering Procedure

Upon the approval of the thesis proposal, a communication letter was sent to the office of the principal, allowing us to distribute a survey questionnaire. We also have an orientation of the respondents before giving the questionnaires.

Upon approval, the researchers personally administered the questionnaires with regard to the health standards and protocols set by the Inter-Agency Task Force on Emerging

Infectious Diseases (IATF-EID). The questionnaires that had been collected and the data obtained was tabulated in tables and interpreted using simple statistical tools.

Data Analysis

A descriptive statistical analysis of the survey was conducted using the Statistical Package for Social Science (SPSS). The responses provided by the respondents fall into a variety of distinct categories. It helps schools focus on the things that matter most to their pupils, highlight their strengths, and address the problems that need fixing. The survey consists of 70 standard items. Each item is expressed as a statement of expectation. For each item, students are asked to rate the level of satisfaction (a scale of 1 to 7, with 1 as “not satisfied at all” and 7 as “very satisfied”).

Ethical Consideration

A permit to conduct was obtained from the paper authorities before the survey questionnaires were released in our respondents. By keeping respondents' identities anonymous, the study's methodology took the utmost confidentiality into account.

RESULTS

TABLE 1: PROFILE OF THE RESPONDENTS

1. AGE (Mean)		13.92	4. NUMBER OF SIBLINGS	
8-10	12%		None	1%
11-13	18%		One	16%
14-16	35%		Two	36%
17-19	13%		More	47%
20-22	1%		5. SIBLING ORDER	
Prefer not to say	21%		only child	3%
2. SEX			oldest child	45%
Female	68%		youngest child	4%
Male	32%		middle child	48%
3. PARENTS' EDUCATIONAL ATTAINMENT(FATHER)			PARENTS' EDUCATIONAL ATTAINMENT (MOTHER)	
None	27%		None	20%
High School Graduate	10%		Highschool Graduate	57%
College Graduate	63%		College Graduate	23%

According to the findings of the survey on table 1, the average age of the respondents is 13.92 years old, with the largest proportion of respondents belonging to the age group of 14-16 years old (35%) and the age group of 20-22 years old having the least amount of representation (1%). Twenty-one percent of respondents indicated that they would rather not reveal their age. The proportion of Female respondents was significantly higher (68%) compared to the number of male respondents (32%). The vast majority of respondents, 63%, came from families in which at the father had earned a bachelor's degree or higher. 27% of those polled stated that neither their had completed any level of

formal education, while 10% of them came from families in which the highest level of education achieved by their father was a high school diploma. On the other hand, majority of their mother's educational attainment came from earning a high school diploma which represented by 57%. 20% of respondents said that their mothers had completed any level of formal education, and 23% came from families in which the mother had completed at least a bachelor's degree. Respondents who said they had more than two siblings made up 47% of the sample, which was significantly higher than the 16% who said they were an only child. Only 3% of respondents were only children, 45% were the oldest child in their family, and 4% were the youngest child in their family. Nearly half of the respondents (48%) identified as middle children, while only 3% were only children.

It is possible that a more educated population comprised the majority of those who participated in the survey because of the high percentage of respondents who came from families in which at least one parent held a college degree. In addition, the large number of respondents who indicated that they would rather not reveal their age may be an indication that the survey was distributed in an environment where there was concern for respondents' privacy. The large number of children born in the middle may indicate a particular interest in the dynamics of birth order or the possibility of further research being conducted in this area.

TABLE 2: ACADEMIC PERFORMANCE OF PUPILS OR 1ST GRADING AND SECOND GRADING

CHARACTERISTICS			
Grading scale	Frequency	Percent	Description
90-100	77	31.95%	Outstanding
85-89	53	21.99%	Very satisfactory
80-84	20	8.30%	Satisfactory
75-79	2	0.83%	Fairly satisfactory
Below 75	0	0	
Prefer not to say	89	36.93%	

It is shown in the table that 77 or 31.95% of the respondents gained the average grade range from 90-100% indicating a very outstanding performance for the 1st and 2nd academic quarter. On the other hand, only 0.83% has an average grade 75-79% who are fairly satisfactory. Moreover, among our respondents, 20 of them obtained an average grade ranging from 80-84% indicating a satisfactory performance.

TABLE 3: STUDENT-CENTEREDNESS

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	

Most students feel a sense of belonging here.	5.30	Somewhat Satisfied
The school shows concern for students as individuals.	5.08	Somewhat Satisfied
The campus staff are caring and helpful.	5.22	Somewhat Satisfied
It is an enjoyable experience to be a student on this campus.	5.37	Somewhat Satisfied
Students are made to feel welcome on this campus.	5.37	Somewhat Satisfied
Administrators are approachable to students.	5.08	Somewhat Satisfied
TOTAL MEAN SCORE	5.24	Somewhat Satisfied

As can be seen in table 3, the findings of the survey offer insightful and helpful information regarding the degree to which the campus is focused on the requirements of the students. According to the data, the vast majority of students experience a sense of belongingness. This is indicated by a mean score of 5.24, which shows that the students at their institution are somewhat satisfied in terms of how do they feel welcome and appreciated.

Students have a positive impression of the teaching and support staff on campus, and they report having a positive experience overall as a result of their time spent there. The fact that students have the impression that they are welcome on campus is another positive indicator of the environment's welcoming nature. The ramifications of these findings are that the educational institution needs to place a greater emphasis on preserving those components of the organization in which the desired degree of satisfaction is achieved. This implies that they deliver an excellent service by showing attention to the students as individuals, making administrators approachable, and building on the strengths that already present in the compassion and helpfulness of the campus employees. In this regard, the school needs to consider implementing strategies such as expanding the number of opportunities for students to engage with administrators, expanding the number of events and programs that are geared toward students, and expanding the amount of personalized support it offers to students.

The results of the survey, taken as a whole, offer insightful information about the degree of student-centeredness that exists on the campus. This information can be used to guide future efforts to create an environment that is more encouraging and welcoming for all students.

TABLE 4: INSTRUCTIONAL EFFECTIVENESS

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	
Faculty care about me as an individual.	5.23	Somewhat Satisfied
The quality of instruction I receive in most of my classes is excellent.	5.18	Somewhat Satisfied
Faculty are understanding of students' unique life circumstances.	5.07	Somewhat Satisfied
Faculty are fair and unbiased in their treatment of individual students.	4.65	Neutral
Faculty take into consideration student differences as they teach a course.	5.27	Somewhat Satisfied
Faculty provide timely feedback about student progress in a course.	5.27	Somewhat Satisfied
Faculty are interested in my academic problems.	5.04	Somewhat Satisfied
Nearly all of the faculty are knowledgeable in their fields.	5.30	Somewhat Satisfied
Faculty are usually available after class and during office hours.	5.08	Somewhat Satisfied
There is a good variety of courses provided on this campus.	5.08	Somewhat Satisfied
Program requirements are clear and reasonable.	5.38	Somewhat Satisfied
Students are notified early in the term if they are doing poorly in a class.	5.18	Somewhat Satisfied
I am able to experience intellectual growth here	5.15	Somewhat Satisfied
Nearly all classes deal with practical experiences and applications.	5.25	Somewhat Satisfied
TOTAL MEAN SCORE	5.19	Somewhat Satisfied

According to the data that is presented in table 4, the overall mean for the degree of satisfaction is high at 5.19, which shows that students are somewhat satisfied in terms of the instructional effectiveness.

When looking at the individual items, "Program requirements are clear and reasonable" received the highest rating for the level of satisfaction, indicating that this is an essential component of the instructional effectiveness for students. The statement that "faculty take

into consideration student differences as they teach a course" and the statement that "almost all of the faculty are knowledgeable in their fields" are two additional statements that receive relatively high levels of satisfaction.

However, when compared to the other expectations, the level of satisfaction associated with "Faculty members treat individual students in a fair and impartial manner" is just neutral. According to these findings, it would appear that the teaching staff and administrative staff have a responsibility to keep up with and make further improvements in these areas in order to guarantee that students are given a fair chance to succeed academically and that they are supported in their efforts. The findings of the survey indicate, on the whole, that even though students place a high value on the effectiveness of instruction, there is room for improvement in certain areas in order to increase student satisfaction. It is possible that addressing these issues will have a positive impact on student retention as well as engagement and success.

TABLE 5: CAMPUS SUPPORT

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	
Childcare facilities are available on campus.	5.18	Somewhat Satisfied
This campus provides effective support services for displaced homemakers.	5.08	Somewhat Satisfied
The career services office provides students with the help they need to get a job.	5.20	Somewhat Satisfied
The student center is a comfortable place for students to spend Their leisure time.	4.95	Neutral
There are adequate services to help me decide upon a career.	5.28	Somewhat Satisfied
New student orientation services help students adjust to the school environment.	5.27	Somewhat Satisfied
TOTAL MEAN SCORE	5.16	Somewhat Satisfied

According to the findings of the survey, it would appear that student have an overall favourable view of the campus support services that are available. When looking at the results on an individual basis, the students ranked the "adequate services to help them decide for their career" as being the highest rating in terms of their satisfaction level; however, they were only moderately satisfied with the services that were offered. This suggests that while there are options available for child care, those options may not be

meeting the requirements or expectations of all of the students. Similarly, students thought that assistance for displaced homemakers and career services were somewhat satisfied. This may be an indication that these services need to be improved or that they should be promoted to a wider audience in order to guarantee that students are aware of their availability and make use of them.

The student center received the lowest satisfaction ratings of any service, falling below the threshold of 5.16 In this particular area, there is room for improvement, which would allow for the creation of a more inviting and cozy atmosphere in which students could spend their free time. The fact that the mean level of satisfaction is somewhat satisfied indicates that most students consider there to be room for development in the various campus support services. This highlights the necessity for the administration to take action to address any areas of concern and to ensure that students have access to support services of a high quality that are in line with both their needs and their expectations.

TABLE 6: SAFETY AND SECURITY

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	
Security staff are helpful.	5.07	Somewhat Satisfied
Security staff respond quickly in emergencies.	4.89	Neutral
Parking lots are well-lighted and secure.	4.79	Neutral
The campus is safe and secure for all students.	4.95	Neutral
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.97	Neutral
TOTAL MEAN SCORE	4.93	Neutral

The findings of the survey indicate that the average mean score is 4.93, indicating that it is only a neutral satisfaction of the students related to this area. This can be inferred from the fact that the score falls within the range of a neutral satisfaction. In this way, students' experiences did not live up to their expectations, which demonstrates that the amount of satisfaction they experience with the services that are delivered is only moderate.

The service that obtained the best rating was the helpfulness of the security staff; nevertheless, despite this, it demonstrates that the institution's responsiveness to students' personal safety and security on campus does not satisfy the demands of the students. This indicates that neither the effectiveness of the security officers nor the facilities on campus are doing particularly well. This shows that members of the security personnel, despite

the fact that they are considered as helpful, may have some areas in which they may improve in order to guarantee that they are meeting the expectations and requirements of the students.

The exceptionally low number of responses to the question regarding the amount of time it takes for security personnel to arrive at the scene of an emergency is suggestive of the possibility that students do not have faith in the school's ability to adequately plan for and respond to emergencies. It is possible that the administration will need to take action in this area in order to address concerns and ensure that students have a sense of safety and security while they are on campus.

It was also determined that improvements could be made to the security of parking lots, with satisfaction levels falling below. This suggests that students may not feel that parking areas are sufficiently secure, which could be cause for concern on the part of the administration.

The fact that the mean level of satisfaction was just moderate indicates that there is room for improvement in terms of the safety and security of the campus. This highlights the importance of the administration addressing any areas of concern and taking steps to improve the safety and security measures on campus.

TABLE 7: ACADEMIC ADVISING/ COUNSELLING EFFECTIVENESS

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	
My academic advisor is approachable	5.97	Somewhat Satisfied
My academic advisor helps me set goals to work toward.	5.69	Somewhat Satisfied
My academic advisor is concerned about my success as an individual.	5.65	Somewhat Satisfied
My academic advisor is knowledgeable about my program requirements.	5.49	Somewhat Satisfied
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.47	Somewhat Satisfied
Counseling staff care about students as individuals.	5.18	Somewhat Satisfied
This school does whatever it can to help me reach my educational goals.	5.26	Somewhat Satisfied

TOTAL MEAN SCORE	5.46	Somewhat Satisfied
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The findings of the survey reveal that, on the whole, students have positive experiences with their academic advisors; however, there is still room for improvement in this area. Students in general find their academic advisors easy to talk to and willing to listen to their concerns, which is indicated by the fact that the approachability of academic advisors was the service that received the highest rating. On the other hand, this suggests that students place a great deal of value on this aspect of the school.

Although the majority of students had positive things to say about their advisors, there were a few things that could be done better. For instance, despite the fact that students' levels of satisfaction were generally high, they expressed a desire to receive additional assistance in the process of goal-setting. Additionally, satisfaction levels were found to be lower for advisor knowledge regarding program requirements and transfer requirements, which suggests that advisors may need to improve their knowledge in these areas. Students were more satisfied with the academic advisors than they were with the counseling staff. The concern of the counseling staff for students as individuals received the lowest rating of all the services provided by the counseling staff. This suggests that there may be room for improvement on how the counseling staff interacts with students and that they may need to take additional steps to ensure that students feel supported and cared for. Additionally, this suggests that the counseling staff may need to take additional steps to ensure that students feel supported and cared for.

The fact that the mean level of satisfaction indicates somewhat satisfied reveals that there is room for growth in the areas of academic advising and counseling services. This highlights how important it is for the administration to address any areas of concern and take steps to improve the quality of the academic advising and counseling services that are provided.

TABLE 8: ADMISSIONS AND FINANCIAL AID EFFECTIVENESS

INDICATORS	LEVEL OF SATISFACTION	DESCRIPTIVE VALUE
	MEAN SCORE	
Adequate financial aid is available for most students.	5.16	Somewhat Satisfied
Financial aid awards are announced to students in time.	5.17	Somewhat Satisfied
Financial aid counselors are helpful.	5.29	Somewhat Satisfied
Admissions counselors accurately portray the campus in their recruiting practices.	5.23	Somewhat Satisfied

Admissions staff are knowledgeable.	5.48	Somewhat Satisfied
Admissions counselors respond to prospective students' unique needs and requests.	5.18	Somewhat Satisfied
TOTAL MEAN SCORE	5.25	Somewhat Satisfied

According to the findings of the survey, the level of satisfaction in each of the six facets that were investigated receives a mean score of 5.25, indicating a somewhat satisfied level of satisfaction. Even though the respondents ranked all aspects a high rating, they were less pleased with how well admissions and financial aid were able to meet their expectations.

This area shows how satisfied people were with it when it came to the availability of adequate financial aid (satisfaction: 5.16) and the timing of the announcement of financial aid awards (satisfaction 5.17). This suggests that students place a high value on financial aid and consider it to be an essential component of educational planning; however, they believe that the current financial aid system does not meet their requirements in an adequate manner.

Satisfaction levels were generally just somewhat satisfied, with the exception of those relating to the knowledge of admissions staff (satisfaction 5.48). This leads one to believe that students, despite the fact that they value the assistance of admissions and financial aid counsellors, do not always feel as though they are receiving the help that they require.

The response of admissions counsellors to the needs and requests of prospective students was given a low satisfaction score of 5.18, making it one of the more problematic aspects of the admissions process. This indicates that admissions counsellors may not be meeting the needs of all prospective students in an equal manner, which may result in unequal access to education as well as opportunities.

The results of the survey indicate, on the whole, that there is a need for improvements to be made in the procedures for both admissions and financial aid in order to better meet the needs of students. It is highly recommended that school examine the policies and procedures to ensure that they are offering helpful support to all of their students, particularly those who face particular obstacles or have specific requirements. Enhancing the quality of services such as financial aid and counselling could help the institution increase the number of students they enroll and keep, which would ultimately be to the benefit of both the students and the school.

TABLE 9: LEVEL OF SATISFACTION OF THE RESPONDENTS ON SCHOOL RELATED FACTORS

Student-Centeredness	5.24	Somewhat Satisfied
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Instructional Effectiveness	5.19	Somewhat Satisfied
Campus Support	5.16	Somewhat Satisfied
Safety and Security	4.93	Neutral
Academic Advising/ Counselling Services	5.46	Somewhat Satisfied
Admissions and Financial Aid Effectiveness	5.25	Somewhat Satisfied
TOTAL MEAN SCORE	5.15	Somewhat Satisfied

According to the results of the study, there is a disparity between the many aspects related to schooling that are represented in the table. This indicates that students are receiving appropriate help or assistance in any one of these areas, as they are relatively content with the situation.

Although there is room for improvement, the area of academic advising and counselling was rated as having the highest level of satisfaction (5.46). This gives the impression that students regard the assistance they receive from their academic advisors and counsellors as valuable and important.

Safety and security, on the other hand, received the lowest level of satisfaction (4.93), indicating that students do not feel wholly safe and secure while they are on campus. Because a student's perception of their own safety and security can have an impact on their overall well-being as well as their academic performance, this is a significant cause for concern.

Both instructional effectiveness and campus support received satisfaction scores that were lower than 5.5, indicating that students are not completely content with the level of support they receive from the campus community or the quality of instruction they receive.

According to the findings of the survey, students place a certain amount of contentment with the level of support they receive indicating a satisfaction score of 5.25. This could be an indication that school need to review the policies and procedures they have in place to ensure that they are providing students with adequate assistance in the aforementioned areas.

The findings of the poll indicate that the school is doing an excellent job of meeting the needs of the students enrolled in the institution by providing a variety of useful services as well as an education of the highest possible standard. On the other hand, according to the overall findings of the survey, the school has a lot of potential for expansion across the board in order to better cater to the requirements of their student populations. This is according to the results of the study as a whole. This may include providing additional resources and support for academic advising and counseling services, improving admissions and financial aid procedures, enhancing instructional effectiveness, enhancing campus safety and security measures, and increasing instructional effectiveness. It is

likely that resolving these problems can assist the school in increasing student retention as well as academic achievement, which will ultimately lead to improved outcomes not only for the kids but also for the school.

TABLE 10: SCHOOL RELATED FACTORS AND ACADEMIC PERFORMANCE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.005	3	.002	.022	.994
Within Groups	.142	2	.071		
Total	.147	5			

The provided data represents the results of an ANOVA test conducted on two variables: school-related factors, and the student's academic performance, represented by their average grade for the 1st and 2nd Quarters of the academic year 2022-2023. The ANOVA table presents the sum of squares (SS), degrees of freedom (df), mean square (MS), F-value, and significance level (Sig) for both between-group and within-group factors.

The between-groups factor has a sum of squares of 0.005, a df of 3, and a mean square of 0.002 according to the table. The within-groups factor has a df of 2 and a sum of squares of 0.142. The total square sum is 0.147, and the total df is 5.

The F-value is 0.022 and the level of significance (Sig) is 0.994%. The F-value is the ratio of the mean square between groups to the mean square within groups. In this instance, the F-value is very small, indicating that there are no significant relationship between school-related factors and the academic performance of the student. In addition, the high significance level (Sig) of 0.994 indicates that the observed relationships between school-related factors and the student's academic performance are likely due to chance rather than meaningful relationship between the variables.

In conclusion, the ANOVA test results indicate that there is no correlation between school-related factors and the student's academic performance for the 1st and 2nd Quarters of the academic year 2022-2023. This indicates that school-related factors, including the quality of instruction, resources, and facilities, have not had a significant impact on the academic performance of students during this period.

DISCUSSION

According to the results presented, students have the perception that there is a significant gap between the level of importance and the level of satisfaction in each of the six facets that were questioned. This is consistent with previous studies that have demonstrated that there is frequently a mismatch between the expectations of students entering higher

education and the experiences that they actually have during their time there. (Baker & Griffin, 2010). The fact that students place a high importance on these areas but do not feel they are receiving adequate support or assistance highlights how important it is to ensure that the needs of students are being met.

It is consistent with the findings of other studies that have found that academic advising and counselling services are highly valued by students to find that students place a high level of importance and satisfaction on these services. (Liu et al., 2013). However, it is essential to keep in mind that not all students may have access to or make use of these services; this represents a potential opportunity for enhancement.

The low level of satisfaction with safety and security on campus is cause for concern because previous research has shown that a student's perception of their own safety can have a significant impact on their academic performance and well-being. The low level of satisfaction with safety and security on campus is a cause for concern because previous research has shown that the perception of a student's own safety can have a significant impact on (Fisher et al., 2016). It is the responsibility of educational institutions to take measures to ensure that students have a sense of safety and security while on campus. These steps should include the implementation of effective security measures and the provision of resources for students who may have experienced or witnessed acts of violence or harassment on campus.

The lower satisfaction scores for instructional effectiveness and campus support imply that students have the impression that they are not receiving the support that is necessary for them to be successful academically. Previous studies have shown that effective teaching as well as support services are necessary for a student's academic achievement. (Kuh et al., 2008). Educational institutions ought to make investments in resources and training in order to improve the overall level of teaching and support services that are made available to students.

The relatively low level of satisfaction, in conjunction with the significant amount of importance placed on admissions and financial aid, highlights the need for educational institutions to review their policies and procedures to ensure that they are meeting the needs of students in these areas and that they are doing so in a satisfactory manner. This is consistent with the findings of previous research, which found that the process of obtaining financial aid can be difficult for students. (Goldrick-Rab, 2016).

According to the findings of the research conducted by (Husada Bulukumba 2020), it has been demonstrated that the standard of academic services has no bearing on the degree to which students are pleased with their educational experience.

CONCLUSION

In conclusion, the findings of the survey indicate that there is a significant amount of room for improvement in each of the six different areas that were surveyed. In order for educational institutions to improve student retention rates and academic performance, they should take action to address the concerns that have been raised by students. This may include investing in additional resources and support for academic advising and counselling services, improving admissions and financial aid procedures, increasing campus safety and security measures, and enhancing instructional effectiveness.

According to the results of the ANOVA test, there was no significant difference between school-related factors and the academic performance of students in the first and second quarters of the academic year 2022-2023. However, the survey revealed that there is room for improvement in a number of areas that were surveyed. Even though there may not be a direct correlation between school-related factors and academic performance, educational institutions must still address student concerns to improve student retention rates and academic performance. This may involve investing in additional resources and support for academic advising and counseling services, enhancing admissions and financial aid procedures, boosting campus safety and security, and improving instructional effectiveness. By addressing these issues, educational institutions may be able to enhance their students' overall experiences and outcomes.

RECOMMENDATIONS

In light of the findings of the study, it has been suggested that St. Anthony's College of Sta. Ana, Cagayan, Inc. should concentrate their efforts on enhancing the six aspects that were investigated in order to better meet the requirements of their respective student populations. Students place a high value on academic advising and counseling services, so it is important for educational institutions to make investments in additional resources and support for these services. Furthermore, educational institutions should take measures to ensure that students have a sense of safety and security while they are on campus. These measures should include the implementation of effective security measures and the provision of resources for students who may have experienced or witnessed acts of violence or harassment on campus.

In addition, the administration of St. Anthony's College of Sta. Ana, Cagayan, Inc. should make investments in the enhancement of the overall quality of teaching and support services that are made available to students in order to raise the students' level of academic accomplishment. In conclusion, the school should examine the policies and practices they have in place to ensure that they are satisfactorily catering to the requirements of students in areas such as admissions and the provision of financial assistance.

It is possible that in the future researchers will investigate the relationship between the six aspects and academic performance in order to determine the degree to which enhancements in these areas may have an effect on academic performance. Such studies could assist educational institutions in determining where the best places are to concentrate their resources in order to improve the outcomes for students.

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