Stakeholders Satisfaction of an International Business College

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Abstract

This study ascertained the level of satisfaction of the stakeholders on the educational services of an International Business College during School Year 2016-2017. The descriptive research design was applied and utilized both quantitative and qualitative approaches. A researcher-made questionnaire was employed to gather primary quantitative data from the responses of the total 109 students of the College. On the other hand, a Focus Group Discussion was adopted to gather the qualitative data from selected 8 students and 8 parents to determine the factors affecting decision to stay while 8 drop-outs to identify factors affecting to leave. The findings revealed that majority of the students were female, mostly were Bachelor of Science in Business Administration (BSBA) with family income of less than P20,000 and residents of Bacolod City. The result further suggested that in general, students expressed high satisfaction on the educational services of the College and also manifested high satisfaction on curriculum and instructions, faculty, library physical facilities, student services and administration.

Stakeholders' decision to stay in an International Business College was influenced by the three (3) year curriculum offering and the main reason to leave the College was financial problem.

INTRODUCTION

Customer focus is vital in the organization's quest for competitiveness and meeting customers' expectations and satisfaction is indispensable in achieving market advantage. Manhasa and Takumashaba (2015) emphasize that customer satisfaction is an important concept in marketing and has been used as benchmark to measure the performance of companies.

In today's world with high competition, the key for service companies to maintain sustainable competitive advantage and customer loyalty is to deliver a high quality service and achieve customer satisfaction (Shaw and Haynes, 2004). The same can be applied to colleges and universities, who also face the challenge of high competitions in terms of educational services which is one of the basic requirements. In the context of higher education, the matter of satisfaction is what the students expect from their educational institution (Kotler, et al, 2009).

Khan and Iqbal (2012) describe that sufficient and eminence school facilities are basic ingredients for quality education and to achieve the intended goal of the school program. Students are among the principal concerns of a school; hence the level of student satisfaction influences the success or failure of the school

operation. Student satisfaction consists of factors related to on edge learning environment, where public spaces and campus availability play vital roles. Students expect prompt service, appealing classrooms and campuses with modem classroom facilities and equipment.

As per requirement by CHED, cited in Article IX, section 41 standard requirement for Institutions amenities for library, laboratory and physical education etc. should provide with appropriate facilities suitable for its activities and must conform to the standards set by the Commission..

Private institutions of higher learning are constantly competing with public institutions for student enrolment. This is expected, as failure to maintain adequate levels of enrolment can be a significant challenge to the financial viability of the institutions (Olufunke, 2015). One of the main reasons in the decrease of the enrollees might be the quality of educational services provided by the school.

Based on initial investigation, an International Business College in Bacolod City is experiencing a decline in enrolment in the past years. This may be contributed by the quality of educational services and which might result to less stakeholder satisfaction.

Along this premise that the study was conducted in order to identify the level stakeholders' satisfaction so that possible interventions can be formulated if necessary.

Statement of the Problem

The main concern of this study was to ascertain the level of satisfaction of the stakeholders on educational services of an International Business College Bacolod Campus for the school year 2016-2017 second trimester. Specifically, it sought to provide answers to the following questions:

1. What is the profile of student in terms of :
a. course,
b. sex,
c. family monthly income,
d. residence?
2. What is the level of satisfaction of the stakeholders on educational services in terms of the following areas:
a. curriculum and instruction,
b. faculty,
c. laboratory,
d. library,
e. physical facilities,
f. students services,
g. administration?
3. What is the level of satisfaction of the stakeholders on educational services as a whole and when grouped according to course, sex, family income, residence?
4. What is the level of satisfaction of the stakeholders on curriculum and instruction when according to identified variables?
5. What is the level of satisfaction of the stakeholders on faculty when according to identified variables?
6. What is the level of satisfaction of the stakeholders on laboratory when according to identified variables?
7. What is the level of satisfaction of the stakeholders on library when according to identified variables?

8. What is the level of satisfaction of the stakeholders on physical facilities when according to identified variables?
9. What is the level of satisfaction of the stakeholders on student services when according to identified variables?
10. What is the level of satisfaction of the stakeholders on administration when according to identified variables?
11. What are the factors affecting the stakeholders' decision to stay?
12. What are the factors affecting the stakeholders' decision to leave?

Theoretical Framework of the Study

The present study was anchored from Oliver's theory that segments potential customer satisfaction levels into three categories. First, negative disconfirmation occurs when the level of service turns out to be worse than expected by the customer; Second, positive disconfirmation, the instance where the service is better than expected by the customer and lastly, simple disconfirmation, which happens when the level of service matches the level of service expectations from the Levels of customer satisfaction as (Williams and Buswell, 2003). In this study, the contentment, expectation or dissatisfaction of the stakeholders of an International Business College may be affected by how they assess the educational services provided to them According to Student Integration Theory of Persistence or Retention by Tinto based on the relationships between students and institutions, he believed that retention involves two commitments on the part of the student. The first, and overriding, commitment is the goal commitment to obtain a college degree. The second, and perhaps weaker, commitment is the decision to obtain that degree at a particular institution, described as the institutional commitment. Overall, it is the combination of the student's goal commitment (to get a degree) and institutional commitment (to get the degree at this specific institution) that affects retention at a particular institution.

Under this perspective, Tinto further emphasize that it is the strength of the match between the students motivation and academic ability and the institution's social and academic characteristics that determines the probability that the student will finish at that college. The match of the students' academic goals and the institution's academic program is referred to as the degree of academic integration. The degree to which the student fits or meshes with the school's social and institutional framework is referred to as the students' degree of social integration. Presumably, the more comfortable the student feels in a particular social and institutional environment, curriculum offering, facilities and competent faculty the greater the degree of loyalty to that institution and hence the more likely the student is to continue at that institution rather than transferring to a different institution (cited by Powell 2009).

Another theory for this study is the Zeithamiet.al's Customer Satisfaction Model. This model was developed by Valerie Zeithami A. Parasuraman and Leonard Berry (1988). As cited by Wilson et.al (2008), according to this model it has three factors that drive customer satisfaction. They are service quality (SERVQUAL), product quality and price.

In Service Quality model actor assume that customer come into a service counter with a prior expectation, this expectation then matched with the actual service experience to determine the service quality of the organization. As to Product Quality wherein the ability of a product or service to consistently meet or exceed customer requirements or expectation and Price which includes value, benefit and cost, and that customer received value when the benefit from a product or service is more than the cost of buying it.

This factors really matters the most when it comes to customer satisfaction. This will help the owners to

improve their services based on the preference of the customers. It enables the owners or industry players to reposition and improve their business to meet the customer needs.

This study focuses on the level of satisfaction on stakeholders educational services of International Business College in the Courses offered such as BSBA, BSHRM and BST.

Conceptual Framework

The capacity of the institution to project a positive image towards its students and build a strong market reputation is dependent on how educational services are offered by the institution. Educational services are vital element for the institution to achieve high customer satisfaction.

International Business College a private institution calls to provide a better services to its students. The Institution is expected to achieve the level of student satisfaction on educational services. In line with this, quality, availability and accessibility of school educational services are considered an important factor in achieving the level of satisfaction.

The present study will determine if the level of satisfaction of the educational services of International Business College can be influenced by student profile and areas of educational services such as curriculum and instruction, faculty, laboratory, library, physical facilities, student services and administration.

To provide a vivid presentation of the direction of the study, the schematic diagram illustrating the conceptual framework of the study is hereby presented.

Scope and Limitations of the Study

This study focused on determining the level of satisfaction of the stakeholders on educational services of an International Business College –Bacolod Campus such as curriculum and instruction, faculty, laboratory, library, physical facilities, student services and administration.

Survey questionnaire was utilized in collecting primary data from the responses of 109 students of ABE International Business College during 2nd trimester, school year 2016-2017.

Definition of Terms

In order to provide as adequate channel of communication between the researcher and the readers, the following terms are defined conceptually and operationally:

ABE. Refers to vital extension and the premier global resource of management and leadership education in the Philippines.

Operationally, refers to institution where the research is to be conducted.

Administration. refers to the engine of the institution in the attainment of vision, mission, goals and objectives (Outcome-Based Program Accreditation Survey Instrument, AACCUP, 2016).

Operationally. refers to the institutional administration of ABE international Business College to cater student concerns welfare and development.

Curriculum and Instruction. refers to the center stage in any educational program (Outcome-Based Program Accreditation Survey Instrument, AACUP, 2016).

Operationally, refers to the curriculum and instruction of ABE International Business College such as stimulation of students development and learning enhancement.

Customer Satisfaction. refers to the level of one's feeling after comparing products performance that's gets along with expectations (Kotler and Armstrong, 2012).

Operationally, refers to the satisfaction of ABE students on the facilities.

.Courses. refers to a series or selection of subjects that all students are required to complete before they can move on to the next level in their education (Education Reform, 2013).

Operationally. As used in this study, this refers to the courses offered by ABE International Business College, such as BS in Business Administration, BS in Hotel and Restaurant Management, and BS in Tourism.

Educational Services. refers to comprises establishments whose primary activity is education, including public, not-for-profit and for-profit (North American Industrial Classification System (NAICS) 2002).

Operationally, refers to the educational services of ABE International Business College such as curriculum and instruction, faculty, laboratory, library, physical services, students services and administration.

Faculty. refers to the standard or quality of an institution or program as educational measurement in terms of academic qualifications and professional experience (Accrediting Agency of Chartered Colleges and Universities in the Philippines, AACCUP. Inc.2016).

Operationally. refers to the competency, qualification and effectiveness of faculty members for independent learning.

Family Income. refers to compensation for family members 15 and older in the same household. It can be wages or other forms (Black's Law Dictionary,2nd ed.).

Operationally, it refers to the income of Mother and Father of the student of ABE School.

Laboratory. refers to a facility characterized by special purpose equipment or a

specific room configuration which ties instructional or research activities to a particular discipline (University of California, Facilities Inventory Guide, 2016).

Operationally, refers to the facility area where availability of cooking utensils and equipment during laboratory activities is located (mock hotel, kitchen facilities).

Library. refers to the heart of any learning institution. A synergy of people, hardware and software whose purpose is to assist clients in using knowledge and technology to transform and improve their lives (Accrediting Agency of Chartered Colleges and Universities in the Philippines, AACCUP. Inc.).

Operationally, facility where availability and sufficiency of books, references and adequacy of basic collections and non-print materials can be found..

Physical Facilities. refers to the physical plant and facilities which includes school campus, buildings and other physical infrastructures, equipment and services that complement institution and program effectiveness (Accrediting Agency of Chartered Colleges and Universities in the Philippines, AACCUP. Inc.).

Operationally, refers to the facility area for student development such as activity center, athletic facility and instructional learning facilities.

Residence. refers to living or dwelling in a certain place permanently or considerable length of time (Black's Law Dictionary,2nd ed.)

Operationally, refers to the ABE students permanent address.

Satisfaction. refers to the fulfillment of desired need and want (Porter,2008).

Operationally, refers to the fulfillment of ABE students in the use of school facilities.

Sex. Conceptually, it refers to either of the two main categories (male or female) into which humans and many other living things are divided on the basis of their reproductive functions (oxforddictionaries.com, 2015)**.**

Operationally, refers to the male or female students of ABE International Business College.

Stakeholders. Persons formally engaged in learning, especially one enrolled in school or college (Modern Language Association,2016).

Operationally, refers to the students and parents of ABE International Business College Bacolod.

Student Services. refers to a program of students designed as an integral part of institutional effectiveness (Outcome-Based Program Accreditation Survey Instrument, AACCUP. 2016).

Operationally, refers to the administrative personnel who cater students' needs and concerns.

REVIEW OF RELATED LITERATURE

This chapter presents a review of conceptual literature which are supported by studies relevant to the investigation. The review of literature focuses on level of satisfaction of the stakeholders on educational services.

Customer Satisfaction

Rueangthanakiet Pairot, (2008) defined Customer's satisfaction as the company's capacity to achieve the business, emotional, and psychological needs of its customers. However, customers have different levels of satisfaction as they have different attitudes and experiences as observed from the company.

Customer satisfaction has a constructive effect on organizations success. The more consumers are satisfied with products or services offered, the more are chances for any progressive business as customer satisfaction leads to repeat purchase, brand loyalty, and to customer retention. (Zairi, 2000). Companies need to develop strategies of how to handle dissatisfied customers. Businesses cannot manage under any condition to lose customers, because the cost of replacing the lost customer with a new customer is bigger. Therefore, businesses must find ways of winning back the unsatisfied customers by planning special program for service recovery. Companies should handle customer complaints with care and not seeing them as a time consuming. (Angelova and Zekiri, 2011).

Relatively students will have the opportunity to base their continued enrollment with higher educational institutions on how well the educational programs and services meet the students' expectations for service. In a competitive market, fulfillment with services may make the difference (Kerlin, 2000; Zeithaml 2000; Parasuraman, Zeithaml,& Berry 1996). Satisfaction may have impact on student's desire to attend or defect various higher educational institutions. Colleges and universities should include service quality assessment in their efforts to be accountable for the effectiveness of their services (cited in Yu, 2016).

Kotler et al (2009) define satisfaction as 'a person's feeling of desire that result from comparing a products observed performance to their expectation. It means if the presentation matches the performance, the customer will be satisfied. In the context of higher education, the matter of satisfaction is what the students expect from their educational institution.

According to Fides Matzdorf et al (2003) which states that for many colleges facilities factors, where provided to a high standard, are perceived as having important influence on students' choice of institution. Metters, Pullman et al (2007), stresses in services, assessing the level of satisfaction is more subtle. Marketing researchers identified quality measurements used to judged level of satisfaction – quality, availability, accessibility, layout and manpower, Fitzsimmons & Fitzsimmons (2004).For facilities, Khan and Iqbal (2012) pointed out that these refer to plant facilities provided in the school in order to facilitate teaching learning process. It includes school building, availability of classrooms, laboratories, and library including computer laboratory.

Satisfying students of any facility should be one of the main goal of providing such facility in the first instance. Singh (2006) believes that customer satisfaction has a positive effect on a business profitability,

educational institution inclusive. Some journalist further state that it is not enough to merely fulfill users but importantly, ensure users are extremely satisfied (Sivadas and Baker-Prewitt, 2000; Bowen and Chen, 2001).

Hence, it is important that research is conducted to find out student satisfaction in school facilities put in place because when students are satisfied with the school facilities provided, it will lead to enhancement in the academic excellence of the students. Level of satisfaction is the keyword for survival of every organization. Level of Satisfaction can be measured by surveys to customer evaluation of service.

Kotler and Armstrong,(2012) stated that customer satisfaction is the level of one's feeling after matching products performance that's gets along with expectations. Satisfaction or dissatisfaction of consumers is a response to the assessment of discrepancy or disconfirmation perceived between previous expectations and actual product performance that is felt after use.

Educational Services as to Administration

The administration is the engine of the institution in the attainment of vision, mission, goals and objectives. It is concerned with the general affairs of Institution and its organizational performance. Thus, the administration are institutional processes and ensures that the said processes are satisfactorily implemented as stated in Accrediting Agency of Chartered Colleges and Universities (AACUP), Inc. likewise, an educational institution should have a Governing Board of Regents/Trustees . This Board has the responsibility to formulate general policies. The implemented by a sufficient number of qualified officials duly appointed/designated for the purpose. A detailed description of the organizational set-up of the whole Institution under survey should be found in an official document.

Moreover, the area covers administrative and academic matters such as qualification of academic officials; recruitment and promotion of faculty and support staff; setting standards and targets; planning, implementing and monitoring of program and other related activities; establishing linkages, partnerships and networking activities; professional growth development opportunities; proper use and maintenance of facilities; equipment, etc. and generating resources and income and the cost effective measures. In addition, the quality of the curricular programs and the qualifications of the faculty to implement would determine the level of excellence attained by the institution.

Hence, the following activities fall under this area: admission and retention policies, registration, school fees, academic load, transfers , residence, course work, scholastic and graduation requirements, examination and grading system, scholarship/grants, shifting and adding/dropping of course, code of conduct and discipline, availability of a student handbook, and organization of the recorded data for statistical use. Also, the institution financial management should be well-maintained and managed by qualified and competent personnel, Business functions are well-delineated to promote fiscal integrity, economy, responsibility and accountability.

Thus, administration in supply management supports the operations of the institutions. Furthermore, the institution therefore should have a scheme of managing supplies, materials and equipment. While committees may assist the Institution in the procurement of these supplies/materials/equipment, a supply management office takes charge of their procurement distribution and storage. Under the records and reports include: minutes of the board meetings, minutes of the faculty meeting ,faculty directory; records of the faculty training and experience; records of enrollment by class, gender and course; students' directory; alumni directory ; recorded data for statistical use; inventory of property; reports of administrative officials; summary of disciplinary matters; records of scholarships granted, etc. Adequate, accurate, accessible, up-to-date and systematic records are indicators of sound records management.

Likewise, sound Institutional planning should show concern for, attention to, the following congruence with the institutional vision and mission, academic unit's goals and program objectives; alignment with national, regional, and local goals and needs; community in the planning process; formal documentation of all plans and progress of implementation; long and short-term dimensions of planning; and mechanism for periodic review, evaluation and updating thus, planning officer should be responsible for the coordination of the planning activity.

Consequently, administrative personnel should be qualified to perform various administrative services. The performance evaluation of the personnel should include: competence; quality of work; work ethic; creativity ability; interpersonal relations; and ability to handle internal and external pressures.

Educational Services as to Curriculum and Instructions

Curriculum and instruction occupy center stage in any learning platform. These, seek to research, develop and implement curriculum changes that enhance student achievement within and outside of institutions. How students learn and the best ways to educate deserve much consideration.

In addition, academic settings, students' satisfaction data helps colleges and universities make their curriculum more responsive to the needs of a changing marketplace (Eyck, Tews & Ballester, 2009; Witowski, 2008). So, In making curriculum more effective and responsive, it is important to evaluate effectiveness measures concerning the curriculum of each college, department, and program (Ratcliff, 1992; Elliott & Healy, 2001; Özgüngör, 2010; Peters, 1988; Billups, 2008; Aman, 2009).

Also student satisfaction is linked to institutional concern for the quality of courses and programs and the need to understand student perceptions, and includes research on student satisfaction with traditional, hybrid, and online courses for graduate and undergraduate students.

Likewise, the effectiveness of a curriculum can be evaluated using direct performance measures (e.g., comprehensive exams, projects, and presentations) and by indirect performance measures (e.g., students' satisfaction with the curriculum) (Jamelske, 2009; Witowski, 2008). This study focuses on the second approach (indirect performance measures) or assessing satisfaction with the curriculum. Numerous researchers have investigated issues related to students' satisfaction (e.g., Astin, 1977; Bryant, 2009; DeShields, Kara, & Kaynak, 2005; Pascarella & Terenzini, 2005), and most of them agree that highly satisfied students are more likely to remain in, and ultimately, successfully graduate from college.

Furthermore, some research also reveals that student satisfaction is inversely related to student complaints regarding advising, career preparation, and the need for new courses or effectiveness of current courses (e.g., Korn, Sweetman, & Nodine, 1996). Students' satisfaction surveys are important in ascertaining whether colleges and universities are fulfilling their mission. It is well known that the most important product of educational institutions is qualified graduates. In order to best prepare students so that they are sought after by employers upon graduation, an effective curriculum is needed. Besides, students must understand the value of their education and be satisfied with their overall experience in order to promote and support their higher educational institution as a student and as an alumnus. Satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals (Bryant, 2006; Özgüngör, 2010). Thus, satisfied students (with the curriculum) are likely to exert more effort in their educational studies by taking actions such as regularly attending their classes and becoming more involved in their coursework and institution.

Also satisfied students are more likely to be committed and continue their studies (as measured by a higher retention rate) than unsatisfied students, who are likely to be less willing to regularly attend classes, and

are more likely to quit their studies (Jamelske, 2009; Borden, 1995). Researchers have assessed students' satisfaction for many reasons: Several researchers have measured the levels of student satisfaction in order to examine accountability reporting and self-improvement purposes across departments and colleges; others have examined student satisfaction to determine if satisfaction ratings of college programs and services are associated with the satisfaction of the overall college experience. Still others have investigated student satisfaction items related to issues such as student retention and attrition.

So, given the importance of student satisfaction levels at higher educational institutions, there has been a growing interest in examining factors affecting students' satisfaction. College students' satisfaction has been conceptualized in a number of ways by researchers. For example, college students' satisfaction was conceptualized as "satisfaction with college experience" (Elliott & Healy, 2001; Peters, 1988; Billups, 2008), "satisfaction with quality of instruction" (Aman, 2009), "satisfaction with advising" (Corts, Lounsbury, Saudargas, Tatum, 2000; Elliott, 2003; Olson, 2008; Peterson, Wagner, and Lamb, 2001), "satisfaction with online courses" (Banks & Faul, 2007; Heiman, 2008; Beqiri, Chase, & Bishka, 2010), "satisfaction with assessment" (Kane, 2005; Ross, Batzer, & Bennington, 2002), "satisfaction campus-wide" (Benjamin & Hollings, 1997), and "satisfaction with an academic department" (Corts et al., 2000). The above studies indicate that there is a growing body of literature on student perceptions of satisfaction. They also suggest that student satisfaction is a complex yet poorly articulated notion (DiBiase, 2004; Garcia-Aracil, 2009).

Educational Services as to Faculty

As stated in CMO no. 52 s.of 2007, In accordance with the pertinent provisions of Republic Act (RA) no.7722, otherwise known as the "Higher Education Act of 1994," and by virtue of the 297th Commission en banc Resolution No. 319-07 dated May 7, 2007 and for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness, the following policies and standards for the program administration of the undergraduate Teacher Education curriculum are hereby adopted by the Commission. As articulated in CMO 30 s. of 2004, in furtherance of the teacher competencies, teacher education institutions (TEIs) should refer to the specific domains, strands, and indicators in the National Competency Based Teacher Standards (NCBTS).

The standard quality of an institution or program is greatly measured by qualification of its faculty. In this light, the faculty should be composed of competitive members in terms of academic qualifications, experience and professional expertise. In addition they should manifest desirable personal qualities and high level professionalism.

Hence, the general requirements for faculty as a rule, a master's degree in education or an allied discipline is required for teaching in the tertiary level. A 100% of the full-time and a minimum of 50 % of the part-time faculty must have a Master's degree in the discipline or its equivalent at any given point in time. Faculty members teaching the professional education courses in the teacher education program must be a holder of valid certificate of registration and professional licensure examination for teachers (LET) as provided for in Section 11 RA 8981 (PRC Modernization Act of 2000). Thus, where it stated under Persons to Teach Examination on All Professions that all subjects for licensure Examinations shall be taught by persons who are holders of valid certificate of registration and valid professional licenses of the profession and who comply with the other requirements of the Commission on Higher Education (CHED) and of a master's degree in education of from any of the allied fields.

Also, the faculty should have the appropriate academic preparation and experience relevant to the program. They must be holders of appropriate degrees, In case of deficiency, they should possess relevant

and or compensatory qualifications. Moreover they must have applicable license it they are handling professional subjects. Faculty must exhibit competence as evidenced by their professional license, performance evaluation, consultancy and scholarly works.

The university experience has long been thought of as a time of change and excitement. Students eagerly embark on their adventure towards independence and

personal growth while collegiate faculty annually prepare for a new year of cognitive challenge in the three areas in which they serve: research, teaching, and service

(Middaugh 2001).

Moreover, while pursuing these various endeavours, it is possible to forget that a university is in fact a business, one that competes for the best students and faculty. Satisfying these stakeholders, therefore, is critical to the overall prosperity of the university, but evaluating student and faculty satisfaction is a complicated task. The purpose of this analysis is to gain an understanding of faculty satisfaction, conduct an assessment of student satisfaction, and to determine useful correlations between these two components that will be useful in improving higher education.

As previously, it was stated that members of a university's faculty have three primary purposes in which they serve: research, teaching, and service (Middaugh 2001).Although the existence and nature of these three components will not be analyzed in this discussion, the fact of their existence is mentioned for the purpose of acknowledging that professors are called to be versatile in their roles.

How well they balance these three could potentially differ a great deal in the eyes of those whom they serve. For example, many students are primarily concerned with only the teaching portion of professors 'responsibilities and largely ignore the other two components that are often equally or perhaps more important to both the university administration and faculty. A student's perception of this single facet of the professor's abilities is therefore a narrow one.

Furtheremore, acknowledging this, it is the belief of the researcher that students' opinions of their faculty experience still carry a great deal of weight as they are a key benefactor of a university experience and can greatly impact a university's future well-being. Understanding, therefore, that although students' perspectives are limited, student satisfaction will still be analyzed in this study under the context of understanding the general concept of customer satisfaction. For the idea of treating students as a school's customers is easy to debate, particularly in a university setting.

Hence, students will often choose their university or specific academic department based on its reputation, and universities and even the same school's academic departments will often compete in attracting the best students. Like any other business, university exists in a highly competitive environment. Unfortunately, many would argue that what pleases students is often not the most beneficial for their understanding of the different courses' concepts.

As to students are often characterized as being prone to laziness and the desire to complete assignments in the simplest way possible not realizing that education often requires an abundance of hard work and self-discipline. Although this stereotype is not necessarily true, due to these opinions and other reasons, many protest the idea of placing a great deal of importance on students' evaluation of their instructors as students will sometimes choose to give a professor a lower rating solely for the reason that the professor's course was difficult.

So, those who feel that students' evaluation is not a useful measurement for assessing the quality of the faculty members support their opinion by arguing that employers are often dissatisfied with students' performance saying that new graduates are not ready for work, so they feel that the expectations of students

should continue to be more challenging than what students' desire. Balancing the satisfaction of students with the opinions of these external parties is a challenge for administrators and professors, but this equilibrium must be found (Winer 1999).

Consequently despite the difficulties in basing this assessment solely on the perspectives of students, many believe that their satisfaction is extremely important to the vitality of the university. These individuals point to the increasing competition between universities and that students are becoming more discriminatory in their selection of where to go for their higher education and more demanding of their chosen institution. —It is important then for institutions to understand what incoming students desire (and increasingly expect) from the institution of their choice," states Joseph *et al*. (2005).

Indeed, Dominowski writes, —Students are…the consumers of instructional programs, so their evaluations of courses provide a kind of index of customer satisfaction" (2002).

Additionally, the opinions of students in formal assessments have been found to

be very useful in several ways. For administrative reasons, student assessments can often influence a faculty member's salary, tenure, and hierarchical rank in the university. The faculty members also often use these assessments to improve their teaching style.

Another reason is that these evaluations can provide a breadth of knowledge to contribute to research on education topics. Finally, these surveys have even been used by academic advisors to aid students in knowing, when they select their courses, which professors would best suit their educational needs (Doyle 1975).Like job satisfaction, the concept of customer satisfaction is also challenging to understand due to the variety of components that affect it. Even the definitions of customer satisfaction differ significantly (Babin *et al.* 1998). Hunt (1977) says —consumer satisfaction with a product refers to the favorableness of the individual's subjective evaluation of the various outcomes and experiences associated with buying it or using it.

" Another definition states that satisfaction is —an evaluation of the surprise inherent in a product acquisition and/or consumption experience" (Oliver 1981). Clearly, the concept is broad and one that requires some clarification, but both of these descriptions are helpful in understanding the complexity of this idea. There are many difficulties involved in managing a customer's satisfaction, and these are particularly complicated in the education sector. Because education is a service, it is often challenging to increase both customer satisfaction and productivity concurrently (Anderson *et al.* 1997).

Educational Services as to Physical Plant and Facilities

As per CHED Manual of Regulations for Private Higher Education Section 26, School buildings shall be selected and built in conformity with the provisions of the Building Code. As much as possible, the school buildings shall be so located that they are sufficiently far from all fire hazards and the instruction and study can be directed without undue interfering from neighbors and passing traffic and so arranged that activities going on in classrooms, study rooms, laboratories, or the library do not interfere with each other; shall be effectively planned and built that in case of fire, typhoon, earthquake, etc.,

In addition all students can evacuate the building promptly and safety; shall be equipped with fire escapes, fire extinguishers, and other devices;shall have enough lavatories for both sexes which shall, at all times, be kept clean;shall be adequately lighted and ventilated;shall contain sufficient space, furniture and fixtures for the general needs of administrative staff, faculty and students;shall not be used for private residences or in any way that might directly or indirectly interfere with the school operations;shall have an easily accessible and well furnished, well equipped library, as well as administrative offices and faculty rooms;shall have adequately outfitted laboratories and equipment.

Likewise for the science courses;shall have sufficient area for student personnel services; shall have allotted specific areas for home economics and other vocational courses;shall be adequately planned that classrooms and laboratories open on to a corridor ;and,shall, if a multi-storey building, have at least two staircases with a minimum width of two meters, subject to government regulations. Ramps shall be provided for students with special needs as required by the BP Blg. 344 otherwise known as " Accessibility Law".

Still the factor that most strongly influences student satisfaction with university facilities is the quality, availability of its social areas, auditoriums and libraries. The most effective strategy to improve student overall satisfaction with the facilities at higher education institution is to develop the quality of social areas, auditoriums and libraries. Such a strategy will result in students who are more satisfied with the higher education institution they are joining and, thereby, raise the chances of long-term success. (Hanssen et al, 2015).

Karna et al., (2015) stresses one way universities can gain a competitive advantage in international competition is by offering adaptable facilities and high-quality services to its two main stakeholder groups: staff and students. University campuses are used for university-related functions and to support universities' core activities, such as teaching, researching and learning. Thus, versatile facilities on institution campuses play an important role in achieving institutional goals and thus have strategic values for these institutions and their stakeholders, such as students and staff.

As to National Clearinghouse for Educational Facilities (2015) Facility quality is an important forecaster of teacher retention and student learning. The physical and emotional health of students and teachers depend on the excellence of the physical location, which makes establishing safe, healthy buildings essential. Improving the quality of school facilities is an expensive undertaking. However, when the positive effects of facility rise on teachers and students are translated into dollar figures, the rewards of such investments far outstrip the cost of the investments.

Moreover, there are five primary aspects of school facilities: acoustics/noise, air quality, lighting, temperature, and space. Acoustics and Noise levels greatly affect teacher and student performance. In fact, excessive noise causes dis-satisfaction and stress in both teachers and students. Research has found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments.

Thus, building schools that buffer external noise from classrooms can improve student outcomes; Air quality is also a concern because poor air quality is a major contributor to absenteeism for students with asthma. Research also indicates that many schools suffer from "sick building syndrome" which affects the absenteeism and performance of all students. Moreover, bacteria, viruses, and allergens that contribute to childhood disease are commonly found in schools with poor ventilation systems. Indoor pollutants are also emitted from office equipment, flooring materials, paints, adhesives, cleaning products, pesticides, and insects. All of these environmental hazards can negatively affect children, particularly in schools with poor ventilation systems. Before the advent of cheap electricity, schools often relied on natural lighting.

As electric power costs declined, the amount of artificial light used in schools increased. Research has shown that artificial lighting has adverse impacts on those in schools while natural lighting has helpful impacts. In fact, research has shown that not only does classroom lighting boost the morale of teachers and students, suitable amounts of natural lighting also reduces off-task behavior and improves test scores. Hence, the study found that students with the most exposure to natural daylight improved 20% faster in in math and 26% faster in reading than students who were taught in environments with the least amount of

natural light. Proper Temperature and Control of Temperature, one consistent research finding across individuals of all ages is that the temperature in which a person works affects engagement levels and overall efficiency—including student achievement. Anyone that has worked in a classroom or office that is too hot or too cold knows how difficult it can be when trying to work when the temperature is uncomfortable.

According to the best analyses, the ideal temperature range for effective learning in reading and mathematics is between 68º and 74º.To maintain such a temperature in every classroom within a school, teachers typically need to be able to control the temperature in their own classroom. At the very least, teachers should be able to control the temperature of small blocks of classrooms that receive the same amount of sunlight and have similar exposures to outside temperatures. As to the Classroom Size and Space, overcrowded classrooms are also associated with decreased levels of student engagement and, therefore, decreased levels of learning.

Alternatively, classrooms with ample space are more conducive to providing appropriate learning environments for students and associated with increased student engagement and learning. Classroom space is particularly relevant with the current emphasis on 21st century learning such as ensuring students can work in teams, problem solve, and communicate effectively. Classrooms with adequate space to reconfigure seating arrangements facilitate the use of different teaching methods that are aligned to 21st century skills.

Besides, creating private study areas as well as smaller learning centers reduces visual and auditory interruptions, and is positively related to student development and achievement. In addition as per CHED, all higher education institutions are also ordered to ;1.coordinate closely with local and national government organizations responsible for sanitation and waste disposal; 2. inspect and undertake remedial measures where necessary, potable water supply and distribution systems located in campus; 3. institute appropriate preventive and responsive measures to combat the development and spread of communicable diseases on campus.

Furthermore, to avoid address occurrence of water and food-borne diseases in campuses, all higher education institutions are further necessary to conduct the following activities as part of student services are the following , monitoring and assurance of potable water supply:maintenance of cleanliness and sanitation of school surroundings, including comfort rooms and canteens;health and sanitation clearances of food handlers;sanitary preparations and serving foods and beverages;proper refrigeration of foods;conduct of public awareness, with emphasis on preventions.

Likewise all higher education institutions, are also required to provide for adequate auditoriums, lecture rooms and gymnasiums, and are further required to be sufficiently equipped to give adequate instruction to the public. In the interest of public health and safety, particularly of students, faculty and non- teaching personnel, all higher education institutions are required to conduct appropriate and effective measures to ensure that all campus facilities and premises are properly maintained according to sanitation and hygiene standards as prescribed by Code of Sanitation of the Philippines and other pertinent laws.

According to Gujjar, et al (2010) Educational services play a vital role in improving the output of educational institutions in terms of achieving educational objectives. These services also help in improving the quality as well as quantity in the field of education. Importance of educational services for the sake of teaching learning and its role in the development of child's personality is very vital. It is presumed that adequate availability and proper utilization of instructional and physical facilities improve the

performance and output of the institutions. The institutions fully equipped with educational facilities give a better result as compared to the institutions having in adequate educational facilities.

The main drive of teaching and learning process is to bring an important change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of school facilities and other needed resources. Regarding available school resources Ogunsaju (1980) emphasized that, quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution. According to Durbin, et al. (1989), resources are the only means through which organizational activities, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles.

Also school facilities, which are comprises of all types of buildings that use for academic and nonacademic purpose, equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, ICT, library and laboratory materials and others play a crucial role to smoothly run teaching and learning process. As Buckley, Schneider and Shang (2004), school facilities support the teacher to achieve his/her task as well and help the learner to learn and achieve successfully.

Additionally, they emphasized that the availability and proper use of school facilities can affect the awareness of the teacher to teach efficiently in turn that positively affects student's academic achievement. Therefore, the school facilities in the school desires a proper consideration as they have a great value in the support of teachers and students morale, motivation and plays a significant role to improve the quality of education.

Ethnographic and perception studies have also indicated that inadequate school facilities have a negative impact on teachers motivation that in turn negatively affects students achievement(Earthman, 2002) in the same way Lawrence (2003) emphasized that the unavailability of school resources negatively affects staff and students motivation. A good school environment and adequate school facility have a significant positive effect on teacher's motivation and student's achievement. Additionally O'Neill (2000) described that school facility impacts on student achievement, attendance and teacher retention. Reyonds et al., (1996) found that a negative impact on student achievement where school facilities

Educational Services as to Library

Libraries whether academic, public, school or special are all service institutions. All their activities are geared towards serving the needs of users. Academic libraries play an important role in the institutions they serve. The libraries hold printed materials including books, periodicals, newspapers, reports special collection of government documents and a wide range of electronic resources among others.

Hence, the core objective of academic libraries is to support the parent institution to achieve its objective. This is partly because the institutions need information and the libraries play such roles. The focal position and the role of the library within the university has been emphasised and echoed by many authors. Effah (1998), for example, emphasizes that the academic support service provided by the library is critical to the attainment of the university's central mission of teaching, research and service.

As to Kargbo (2002) on the other hand argues that academic library is the central organ of the university, and this together with good laboratories and faculty are the parameters used to judge a good university. He goes on to posit further that, it is the barometer of learning, the intellectual hub of academia and as a result of its crucial position in the university its primary role is

educational. Undoubtedly, the academic library plays a tremendous role in the society and the any university.

Besides, to put it paradoxically, any university would be incomplete without good libraries. To put it paradoxically, any university would be incomplete without good libraries. Thus the basic function of an academic library is to provide research support, teaching and learning activities by providing relevant and useful resources in the form of books, serials and electronic resources. Apart from the main library of academic institutions, other faculty and departmental libraries also provide access to information.

Thus, together with the main library, they all library provide users with the tools and skills that can help them achieve success in their academic careers. It is essential that libraries recognise the needs of their users and try as much as possible to meet their needs. Since academic library users have varying needs, it is the responsibility of the library staff to know the needs and expectations and strive to meet them. Meeting the information needs of users require the provision of the actual information resources and services that will satisfy their needs.

Likewise, of great importance to them is satisfaction. Applegate (1997) defines user satisfaction as whether users are satisfied or not with a service or resources in a library. If users' needs and expectations are met then naturally they would be satisfied because their requests have been met. The satisfaction is the state that results after a library user has favourably or positively experienced a service product. Though academic libraries like other libraries are non-profitable organizations, they should be more concerned on how to bring satisfactory services to users. Academic libraries are faced with competition due to the emergence of players such as Google scholar and other tools in the scholarly retrieval arena, as such academic libraries must constantly evaluate services to determine user satisfaction as a necessary step towards assessing the services.

Hossain (2010) asserts that in today's digital environment libraries must improve their services in order to survive in a competitive environment. We can only understand our user needs, satisfy their information needs through surveys. In the light of this development the library must strive to evaluate the services and address the needs of users adequately. It is natural that only satisfied users come back and there are greater chances that a dissatisfied user will ultimately find some other supplies of information to meet their information needs. In my candid opinion what is essential is that libraries give considerable thought and attention to service and user satisfaction.

Also stated in Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc. The Library is the of any Learning institution. It is a synergy of people, hardware and software whose purpose is to assist clients in using knowledge and technology to transform and improve their lives. Also information and knowledge are essential to the attainment of institutional goals. The ways in which they are selected acquired , stored, accessed and distributed within the institution will, in large measure, determine the success of teaching, research and other provision of, information. Thus, the library must take an active role in the development and implementation of policies. The administration should be administered and supervised by a full time, professional librarian with at least a Master's degree in Library and Information Science under a functional organizational set-up. It should be administered in a manner which allows and encourage the fullest and most effective use of available library resources.

Still, the head librarian may have an academic rank (classified as academic non-teaching staff) and actively participates in curricula, instructional and research matters. A library Board/committee should serve as a conduit between the library and its users. It should work towards the continued development and improvement of library resources and services. The libraries varied resources should be adequate to

instructional and research needs. It must have a system of progressive development and growth in accordance with the institutional development plan.

Also, under the services and utilization the overriding goal of the library is to provide services to the academic community. These services are measured by the effectiveness in meeting the user's needs. The library should provide adequate and appropriate space and facilities to serve the academic community. It should be strategically planned and functionality designed to allow for re-arrangement and future expansion.

Besides, a separate building for the library would be ideal. As to financial support the library should have a separate, realistic and adequate budget support its various activities and services. In the linkages, a network of alliances /relationships extending beyond the institution could enhance the library services. These linkages may be customary, contractual or cooperative. In collaboration with other libraries, it participates in activities that could enhance the attainment of its objective.

From CHED Manual of Regulations for Private Higher Education, Article VI under Institutional Facilities, The school location of every private higher education institutions must be appropriate and sufficient for its activities. In Section 27 it states, in the Library Standards, that every higher education institution shall maintain library or libraries for each degree program with adequate collections and materials in accordance with the policies and standards prescribed by the Commission for each degree program.

Additionally, the Library collections shall include the following: Basic collection of well selected relevant books and non-print materials to support the core needs of the general education curricula;such additional specialized collections , periodicals , electronic materials , online data bases, internet access and other multi-media resources, not violative of the Intellectual Property Code, as may be necessary to meet the requirements of the various courses of study and major programs offered by each institution,

Lastly, in view of the advent of new technologies, higher education institutions establish and provide for an e-library. The presence and availability of this facility may be considered as substantial compliance in lieu of books and other required printed materials. Provided however, that the required minimum collection of professional books in particular degree program shall still maintained.

As per CMO no.52 s. 2007, library holdings should conform to existing requirements for libraries. For the teacher education programs, the libraries must provide five (5) book titles per course found in the curriculum at the ratio of one. (1) volume per fifteen (15) students enrolled in the program. These titles must have been published within the last five (5) years.

As Ethiopian Ministry of Education (2002) to ensure the quality of education, students should have quality textbooks, instructional materials and other school facilities in sufficient quantity and quality.

Hedges and Theoreson (2000) also argue that, the adequacies of school facilities do not a guarantee for student's academic performance but the proper utilization of the facilities has a great value.

Moreover, as indicated above, to improve the quality of education, the availability of school facilities and the proper management of these resources should given a great attention. Improving the quality of education, therefore, has become the burning issue of the time. Quality education depends on a complex combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of school resources.

Research Design

The focused of this investigation was to determine the level of satisfaction of the stakeholders on educational services of an International Business College evaluated by the students for school year 2016-2017. Accordingly, this investigation used the descriptive type of research. According to Calmorin and

Calmorin (2007), descriptive research deals with the present condition. The purpose is to find new facts and truth. The truth may have different forms such as increased amount of knowledge a new overview or a new "law" an increase insight into factors which are operating, unearthing of a new cause relationships, a more precise formation of the problem presented.

Respondents of the Study

The respondents of this investigation were the total 109 students of ABE International Business College, Bacolod campus from 1st year to 4th year of Business Administration, Hotel Management and Tourism Department during the academic year 2016-2017. The Focus Group Discussion were conducted to eight (8) students and eight (8) parents of an International Business College to determine the factors affecting decision to stay while eight (8) drop-out students to gather data on the factors affecting decision to leave.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusions, and recommendations about the stakeholders' level of satisfaction on education services of an International Business College.

Summary of Findings

The pertinent findings obtained from this study are the following:

1. The first objective of the study was to determine the students profile in terms of sex, course, family income and residence . The findings revealed that majority of the students were female, mostly were BSBA with family income of less than P20,000 and residents of Bacolod City.

2. The second objective was to assess the level of satisfaction of the stakeholders on the educational services in terms of curriculum and instruction, faculty, laboratory, library, physical facilities, student services and administration. The result of the study indicated that students manifested high satisfaction on curriculum and instructions, faculty, library physical facilities, student services and administration.

3. The third objective was to determine the level of satisfaction on the educational services as a whole when grouped according to course, sex, family income, and residence. In general, students expressed high satisfaction on the educational services of an International Business College. On the level of satisfaction in the different areas of educational services, the findings indicated that students satisfaction according to identified variables was high

4. The fourth objective was to determine the level of satisfaction of the stakeholders on curriculum and instruction according to variables. The findings revealed that the level of satisfaction of the students was high when grouped according to sex, family income, residence and course except for BSHRM students who conveyed very high satisfaction.

5. The fifth objective was to determine the level of satisfaction of the stakeholders in the area of faculty according to identified variables. The findings revealed that students stated high level of satisfaction on the quality of the performance of the faculty when grouped according to sex, course, family income and residence.

6. The sixth objective was to determine the level of satisfaction of the stakeholders on laboratory according to identified variable. The findings suggested that regardless of the sex, family income, residence and course level of satisfaction of the students, they all signified high satisfaction.

7. The seventh objective was to determine the level of satisfaction of the stakeholders on library according to variables. The results specified the that level of satisfaction of the students was high when grouped according to sex, course, residence and family income except for students with family income ranging from P30000 – P40000 who expressed very high satisfaction.

8. The eight objective was to determine the level of satisfaction of the stakeholders on physical facilities according to variables. The findings showed that irrespective of the demographic profile of the students, they expressed the same high level of satisfaction on physical facilities.

9. The ninth objective was to determine the level of satisfaction of the stakeholders on student services according to variables. The results indicated that the level of satisfaction of the students was high when grouped according to sex, family income, residence and course.

10. The tenth objective was to determine the level of satisfaction of the stakeholders on administration according to variables. The results suggested that students manifested high level of satisfaction on administration notwithstanding their sex, family income, residence and course.

11. Stakeholders' decision to stay in an International Business College was affected by the common factor that the institution provides three (3) year curriculum based on the feedback of both students and parents.

12. The main factor affecting decision of the student to leave the College was financial problem.

Conclusion

In accordance with the results of the study, the following conclusions are drawn:

1. Generally, the profile of the students generally has no potential influence to the level of satisfaction of the stakeholders on educational services.. Thus, regardless of sex, course, family income and residence, they have achieved the same level of satisfaction.

2. Students' expectations on the quality of services in the areas such as curriculum and instruction, faculty, laboratory, library, physical facilities, student services and administration have been met by an International Business College as revealed by their high satisfaction.

3. Stakeholders' satisfaction was not considered as the main factor affecting their decisions to stay and leave.

4. Stakeholders' decision to stay or leave is commonly influenced by their financial capabilities.

Recommendations

In accordance with the findings and conclusions of the study, the following are recommended:

1. The International Business College should implement an intensive marketing campaign to encourage more potential enrollees.

2. Scholarship programs should be formulated by the College to cater the needs of the students who are financially incapable of pursuing their studies like building linkages with alumni and private organizations and individuals for sponsorship.

3. The College may consider enhancing their existing school facilities to fully satisfy the needs of the stakeholders.

4. Competent and qualified faculty members with at least masters' degree with specific alignment may be hired by the College and or retooling of current faculty members to be vertically aligned with their teaching assignment in order to improve their teaching effectiveness and performance.

5. The College should provide opportunities to promote student welfare and development such as leadership training , student organization and efficiency of the guidance and counseling services, admission services and safety and security services.

6. Efficiency and support of administration to student welfare and development and qualified personnel to cater the concern and needs of the students should be given emphasis by the College in order to increase customer satisfaction.

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