PROGRAM DELIVERY ASSESSMENT ON STUDENT LEVEL OF SATISFACTION

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Abstract

This study investigates the satisfaction levels of 1,490 students across all year levels, utilizing data collected from respondents categorized by class using specified statistical tools. The survey assesses satisfaction with curriculum quality, teaching methods, classroom facilities, and faculty reliability. The findings reveal conflicting perceptions among students across different areas of study, indicating an overall less satisfying experience that demands immediate attention and action. Top management should conduct a comprehensive assessment of the current curriculum and implement necessary modifications to align it with evolving industry needs and contemporary standards. Introducing new programs based on industry demand will give students more choices and better prepare them for the job market. Teaching methods and their delivery should be regularly reviewed and updated. Faculty members should participate in ongoing professional development through seminars and training to stay current with educational trends. Although current teaching methods meet student satisfaction levels, adapting to new developments is essential for maintaining high educational standards. Classroom facilities must be upgraded to meet local authority standards and current academic requirements. This includes enhancing the library, laboratories, and other academic resources to align with contemporary educational needs and expectations. Improving faculty reliability and building student trust is crucial for increasing overall commitment and performance. Efforts should be made to enhance faculty-student interactions and ensure consistent support and guidance.

Keywords: program delivery assessment, student satisfaction level, curriculum, teaching method, classroom facilities, and faculty reliability

Introduction

In higher education, particularly within Bachelor of Science in Business Administration (BSBA) programs, student satisfaction is a critical metric that reflects the quality and effectiveness of the educational experience. Stakeholder assessments, which include feedback from students, faculty, alumni, and employers, provide valuable insights into the strengths and areas for improvement within these programs. This research aims to explore strategies to enhance student satisfaction levels, ensuring that BSBA programs meet the expectations and needs of their diverse stakeholders. A recent study conducted by the Association of Southeast Asian Nations (ASEAN) highlights a significant issue of curriculum mismatch, indicating a discrepancy between the current curriculum and the evolving needs of the industry. This misalignment results in students feeling less prepared for the job market and dissatisfied with their educational experience. To address this, a comprehensive assessment of the curriculum is essential. Revising and updating the curriculum to reflect contemporary industry standards and demands is crucial. By introducing new programs and courses that are directly relevant to current and future job markets, educational institutions can ensure that their graduates possess the skills and knowledge necessary for successful careers. This alignment will not only enhance student satisfaction but also improve employability outcomes, thereby meeting the expectations and needs of both students and industry stakeholders. The BSBA degree is designed to equip students with essential business knowledge and skills, preparing them for various roles in the corporate world. However, as the business landscape evolves, so do the expectations of students and other stakeholders. To remain relevant and effective, BSBA programs must continuously adapt and improve based on comprehensive feedback mechanisms. Stakeholder assessments serve as a critical tool in this process, providing actionable insights that can drive program enhancements. Improving student satisfaction in BSBA programs is essential for maintaining program relevance and effectiveness in a competitive educational landscape. By

leveraging stakeholder assessments and implementing targeted strategies, institutions can enhance the quality of education and better prepare students for successful careers in business. This research will delve deeper into specific strategies and best practices, providing a roadmap for continuous improvement in student satisfaction.

Theoretical Framework

This study is anchored on the Expectancy-Disconfirmation theory (EDT) which suggests that satisfaction is determined by the difference between expectations and actual performance. If performance exceeds expectations, the result is positive disconfirmation, leading to satisfaction. Conversely, if performance falls short of expectations, negative disconfirmation occurs, resulting in dissatisfaction. Herzberg's theory posits that job satisfaction and dissatisfaction arise from two different sets of factors. Motivators (intrinsic factors) lead to satisfaction, while hygiene factors (extrinsic factors) prevent dissatisfaction. Applied to education, intrinsic factors might include curriculum quality, teaching methods, and intellectual stimulation, while extrinsic factors could involve facilities, administrative support, and social environment. Maslow's Hierarchy of Needs includes the educational settings, and institutions that can address basic needs (e.g., safe learning environments) and higher needs (e.g., opportunities for personal growth and achievement) to enhance student satisfaction. SERVQUAL Model assesses service quality based on five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Satisfaction is achieved when perceived service quality meets or exceeds expectations. This model can be used to evaluate the quality of educational services provided to students, such as classroom facilities, faculty reliability, promptness in addressing student concerns, and overall empathy and support from the institution. The Kano Model categorizes customer preferences into five categories: basic needs, performance needs, excitement needs, indifferent needs, and reverse needs. Satisfaction is influenced by how well these needs are addressed. In higher education, basic needs might include adequate course materials, performance needs could involve teaching quality, and excitement needs might encompass unique learning opportunities and extracurricular activities. The Self-Determination Theory (SDT) focuses on human motivation and the psychological needs for autonomy, competence, and relatedness. Satisfaction is achieved when these needs are fulfilled. Tinto's Student Integration Model emphasizes the importance of academic and social integration in student retention and satisfaction. Higher levels of integration lead to greater satisfaction and commitment to the institution.

Conceptual Framework

Level of Satisfaction

The conceptual framework for this study is based on understanding the various factors influencing student satisfaction within an academic setting. The framework posits that the level of satisfaction among students is shaped by a combination of academic, administrative, and environmental factors. Academic factors include the quality of instruction, availability of resources, curriculum relevance, and faculty support. Administrative factors encompass the efficiency of administrative processes, accessibility of student services, and the responsiveness of the administrative staff. Environmental factors involve the physical learning environment, campus facilities, and overall campus atmosphere. These factors are interrelated and collectively contribute to the overall satisfaction of students. By measuring and analyzing these dimensions, the study aims to identify the key determinants of student satisfaction and provide insights for improving the educational experience at Tagoloan Community College. The ultimate goal is to enhance the academic and personal development of students, ensuring their well-being and success. Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept.

Curriculum quality

The quality of curriculum refers to the comprehensive design, organization, and delivery of educational content and learning experiences within an academic program. It encompasses alignment with educational standards, relevance to learners' needs and societal demands, clarity of learning objectives, effectiveness of instructional methods, and responsiveness to diverse student learning styles and backgrounds. High-quality curriculum promotes deep understanding, critical thinking, and skill acquisition among learners, preparing them effectively for academic success, lifelong learning, and professional engagement." This statement encapsulates the essential elements of curriculum quality, emphasizing its role in facilitating meaningful learning experiences and fostering student achievement and readiness. Biggs, J. (2019). *Teaching for quality learning at university: What the student does*. Open University Press.

Teaching methods

Teaching methods refer to the strategies, techniques, and approaches employed by educators to facilitate learning and engage students in the educational process. Effective teaching methods encompass a diverse range of instructional practices tailored to learners' needs, including active learning, cooperative learning, experiential learning, and differentiated instruction. They aim to promote deep understanding, critical thinking, skill development, and application of knowledge, fostering an inclusive and supportive learning environment that enhances students' academic achievement, motivation, and lifelong learning capabilities." This statement highlights the importance of varied and effective teaching methods in promoting meaningful learning experiences and supporting student success across diverse educational contexts Brusilovsky, P., & Millán, E. (2017). User models for adaptive hypermedia and adaptive educational systems.

Intellectual stimulation

Intellectual stimulation refers to the deliberate fostering of curiosity, critical thinking, and creativity within educational environments. It involves challenging students to explore new ideas, question assumptions, analyze information critically, and generate innovative solutions. Intellectual stimulation aims to cultivate a culture of lifelong learning and intellectual growth, empowering learners to adapt to change, engage deeply with complex issues, and contribute meaningfully to their communities and professions." This statement emphasizes the role of intellectual stimulation in nurturing students' cognitive development and preparing them to thrive in a knowledge-driven society. Avolio, B. J., & Gardner, W. L. (2015). Authentic leadership development: Getting to the root of positive forms of leadership. The Leadership Quarterly.

Classroom facilities

Classroom facilities encompass the physical environment and resources provided within educational settings to support teaching and learning activities. They include well-equipped classrooms, technology infrastructure, seating arrangements, lighting, acoustics, and accessibility features. High-quality classroom facilities enhance student engagement, comfort, and accessibility, facilitating effective instruction and promoting a conducive learning environment that supports academic achievement, collaboration, and overall well-being." This statement highlights the importance of classroom facilities in creating an optimal learning environment conducive to student success and educational outcomes. Fisher, K., & Baird, G. (2006). The influence of classroom design on the learning environment. Journal of Environmental Psychology.

Faculty reliability

Faculty reliability refers to the consistent availability, dependability, and professionalism demonstrated by educators in fulfilling their teaching responsibilities within educational institutions. It encompasses factors such as punctuality, responsiveness to student inquiries, adherence to syllabus timelines, and fairness in assessment practices. Faculty reliability plays a crucial role in fostering trust, academic continuity, and student satisfaction, contributing significantly to the overall quality of educational experiences and outcomes." This statement underscores the importance of faculty reliability in creating a supportive and effective learning environment where students can confidently engage in their educational pursuits. Liu, X. S., & Teddlie, C. (2019). The relationship between faculty characteristics and student learning outcomes: A review of the literature. Journal of Higher Education.

Methods

In this chapter, we explored the intricate details of the methodology employed to execute this study. It encompassed an in-depth exploration of the research design, respondent, and sampling procedures. Furthermore, we provided comprehensive insights into the research tool used, the procedures employed to collect data, and the rigorous examination of the reliability and validity of our instruments. Additionally, we expounded upon the guidelines for scoring, elucidated the statistical methods and procedures applied, and conscientiously addressed ethical considerations that underpinned this research.

Research Design

The researchers followed the quantitative method of gathering data, which was done through a questionnaire, and the descriptive-survey method of research was employed in this study as it helped interpret the data easily and describe the characteristics and/or behavior of the sample population. The primary objective of this research was to comprehensively investigate the program delivery assessment and student level of satisfaction.

Research Locale

The study was conducted at Tagoloan Community College, located in Barangay Baluarte, at the heart of Tagoloan, Misamis Oriental. The college offers a wide variety of programs, providing students with numerous academic choices. This strategic location within the community makes it an accessible and integral part of the educational landscape in the region.

Surrounded by various industrial companies and businesses, the locale of the study is conducive to manpower acquisition. The environment is experiencing growth, as evidenced by the increasing number of new businesses and industries in the area, ranging from steel manufacturing to processing plants and similar enterprises.

Research Respondents

The respondents of the study were students from various levels within the College of Business Administration. All students enrolled in the department were surveyed, providing each individual with the opportunity to participate and voice their opinions. This approach ensured that all respondents had an equal chance to contribute to the survey, fostering a comprehensive and inclusive data collection process. The table below shows the respondents.

Table 1: Number of respondents in each department

Indicators	Total population	Total sample	Percentage
First-year	400	85	26.98
Second year	380	80	25.40
Third year	360	76	24.13
Fourth-year	350	74	23.49
Total	1,490	315	100%

Sampling Procedure

The researchers employed a random sampling technique to determine the respondents, utilizing Slovin's formula to calculate the appropriate sample size. Respondents were randomly selected from first-year to fourth-year Business Administration students. This approach ensures a comprehensive and representative sample, thereby enhancing the reliability and robustness of the study's findings.

Data Gathering Procedures

The development of the questionnaire involved a rigorous review and refinement process, incorporating input from both the research adviser and the research instructor at Tagoloan Community College. Their valuable feedback was meticulously integrated into the final version of the questionnaire to enhance its clarity and effectiveness as a survey instrument.
To seek approval for conducting the study, the researchers promptly requested permission from the Dean. Once the survey questionnaire was approved, the researchers conducted the actual survey. The survey process included explaining the purpose and content of the survey to the respondents to ensure they could appropriately answer the questions. The researchers ensured that all questionnaires were retrieved by the number distributed. After collecting the completed questionnaires, the researchers tabulated the responses to determine the numerical results.

Research Instrument

In this study, questionnaires were utilized as the primary research instrument and data source due to their exceptional efficiency in data collection, surpassing other methods in terms of speed and convenience. The questionnaire's measures were constructed around five distinct factors, thoughtfully adapted, modified, and refined based on prior research, as comprehensively outlined.

Reliability and Validity of the Instrument

The questionnaire employed in this study was carefully curated, drawing upon the wisdom and insights of prior research endeavors. It had undergone rigorous content validity and reliability

assessments, affirming its trustworthiness in measuring the key constructs or variables under investigation. These meticulous tests ensured that the questionnaire's items accurately gauged the phenomena of interest.

In a commitment to transparency and academic integrity, due acknowledgment was given to the sources from which the survey questionnaires were adapted. Comprehensive citations were meticulously provided for each survey questionnaire incorporated into the study, facilitating traceability and upholding scholarly standards. A detailed catalog of these citations, along with specific questionnaire details, is readily accessible within the study documentation.

Scoring Procedure

The following scoring procedures were used in describing the data of the study.

Table 4. Five-Point Likert Scale

Scale	Range	Description	Interpretation
4	3.26-4.0	Strongly Agree	Very Satisfied
3	2.51-3.25	Agree	Satisfied
2	1.76-2.50	Disagree	Moderately Satisfied
1	10-1.75	Strongly Disagree	Not Satisfied

RESULTS AND DISCUSSION

This chapter included the presentation, analysis, and interpretation of the data gathered in the study. The presentation of data was based on the sequence of the problem presented. This study sought to provide a comprehensive understanding of the interplay between program delivery assessment and student level of satisfaction thereby offering insights and recommendations to optimize effective intervention. The study sought to answer the following questions:

1. What is the profile of the respondents in terms of Age?

Table 1.

Year Level	Age Bracket	Total Respondents	Percent
First-year	17-19	400	26.85
Second year	20-22	380	25.50
Third year	23-25	360	24.17
Fourth-year	25-up	350	23.48
	Total	1,490	100%

Table 1.1 shows the respondent's profile according to age. It can be seen from the table that there 400 total respondents fall under the age bracket of 400 which is the first-year level, followed by the second year totaling 380 respondents; 360 for the third year, and 350 for the fourth year. This implies that although there is a representative sampling being used, it appears that the first-year respondents are dominant.

1. What is the profile of the respondents in terms of Gender?

Year Level	Male	Female	Total Respondents	Percent
First-year	220	180	400	26.85
Second year	120	260	380	25.50
Third year	200	162	362	24.17
Fourth-year	88	262	348	23.48
Total	800	690	1490	100%

This table shows respondents' profiles in terms of gender. It can be seen from the table that out of 1,490 total respondents, the first year level comprise 220 males and 180 females; for the second year, females are majority with 260 respondents and 120 were male. Likewise, for the third-year respondents, it manifested that males were still dominant with 200 respondents while 162 were female. For the fourth-year level, it appears that females were dominant over and above the male respondents comprising 262 and 88 respectively. In general, the overall profile of the respondents can be viewed that males are the dominant.

Scoring procedure

Scale	Range	Description	Interpretation
4	3.26-4.0	Strongly Agree	Very Satisfied
3	2.51-3.25	Agree	Satisfied
2	1.76-2.50	Disagree	Moderately Satisfied
1	10-1.75	Strongly Disagree	Not Satisfied

2. What is the satisfaction level of program delivery of the College of Business Administration in terms of Curriculum quality?

Curriculum quality

Mean	SD	Description	Interpretation
3.88	0.41	Strongly agree	Very satisfied
3.20	0.39	Agree	Satisfied
3.90	0.55	Strongly Agree	Very satisfied
3.50	0.46	Strongly agree	Very satisfied
3.01	0.71	Agree	Satisfied
2.80	0.66	Agree	Satisfied
3.0	0.61	Agree	Satisfied
3.20	0.51	Agree	Satisfied
3.08	0.52	Agree	Satisfied
3.20	0.7	Agree	Satisfied
3.27	0.51	Strongly Agree	Very satisfied

Table 4 presents the findings regarding the satisfaction level of students in the College of Business Administration concerning the quality of the curriculum. The overall computed mean is 3.27, with a standard deviation of 0.51, which is interpreted as "strongly agree." This indicates that students are very satisfied with the quality of the curriculum. However, the lowest computed mean of 2.80 reveals that faculty members' expertise and competence in delivering the curriculum content are areas where most students agree and are satisfied, but to a lesser extent. Conversely, the highest computed mean of 3.88, interpreted as "strongly agree," shows that students feel very satisfied with certain aspects of the curriculum quality. These varying findings indicate that student respondents have different perceptions of the curriculum quality. The conflicting results among respondent groups suggest that students have differing views on the curriculum implemented by the college. Some students are highly satisfied, while others are only moderately satisfied. This implies that the overall student assessment reveals a diverse understanding of the curriculum quality, suggesting a need for further review and alignment. Despite the overall mean indicating general agreement, there are still some areas of confusion that need to be addressed.

3. What is the satisfaction level of program delivery of the College of Business Administration in terms of Curriculum quality?

Teaching Method

Mean	SD	Description	Interpretation
3.80	0.41	Strongly agree	Very satisfied
2.50	0.39	Agree	Satisfied
3.90	0.55	Strongly Agree	Very satisfied
3.50	0.46	Strongly agree	Very satisfied
3.01	0.71	Agree	Satisfied
2.80	0.66	Agree	Satisfied
2.50	0.61	Disagree	Moderately Satisfied
3.20	0.51	Agree	Satisfied
3.08	0.52	Agree	Satisfied
3.20	0.70	Agree	Satisfied
3.27	0.51	Strongly Agree	Very satisfied

Table 5 presents the findings related to the teaching methods employed in the courses. The table indicates that respondents were very satisfied and strongly agreed that the teaching methods used are engaging and interactive. They noted that instructors use a variety of teaching methods to accommodate different learning styles and that active learning techniques (e.g., group work, discussions) are regularly incorporated into lessons. Respondents also strongly agreed and were satisfied with the encouragement of critical thinking and problem-solving skills, the enhancement of the learning experience through the use of technology (e.g., multimedia presentations, online resources), the motivation to actively participate in class, and the timely and constructive feedback on assignments and assessments. Overall, respondents were satisfied with the teaching methods employed in their courses. However, practical applications and real-world examples used to illustrate theoretical concepts received moderate satisfaction, with some respondents disagreeing. The highest computed mean of 3.90 indicates that respondents were very satisfied with the variety of teaching methods used to accommodate different learning styles. Conversely, the lowest mean was associated with the effectiveness of teaching methods in supporting their understanding of course material. Despite the overall mean indicating a very satisfied response, the findings suggest some variability in student satisfaction with teaching methods. The results reveal conflicting perceptions regarding teaching methods. While many respondents had positive responses, some

viewed the methods less favorably, despite an overall positive response. This suggests that the teaching methods implemented by the department are not uniformly appreciated by students and require further review to develop new and improved teaching modalities.

4. What is the satisfaction level of program delivery of the College of Business Administration in terms of Curriculum quality?

Classroom Facilities

Mean	Standard Deviation	Description	Interpretation
3.80	0.41	Strongly agree	Very satisfied
3.18	0.39	Agree	Satisfied
3.20	0.55	Strongly Agree	Very satisfied
2.50	0.46	Disagree	Moderately satisfied
3.01	0.71	Agree	Satisfied
2.80	0.66	Agree	Satisfied
3.0	0.61	Agree	Satisfied
3.20	0.51	Agree	Satisfied
3.08	0.52	Agree	Satisfied
3.20	0.70	Agree	Satisfied
3.27	0.51	Strongly Agree	Very satisfied

Table 6 presents the findings regarding classroom facilities. The respondents were very satisfied and strongly agreed that the classrooms are spacious and comfortable, and equipped with up-to-date technology (e.g., projectors, computers). They further agreed and were satisfied with the seating arrangements, the classroom acoustics that allow for clear communication between instructors and students, the cleanliness and maintenance of the classrooms, the layout that facilitates effective interaction and collaboration among students, and the availability of sufficient resources (e.g., whiteboards, markers). Overall, they were satisfied with the quality of the classroom facilities. However, the lighting in the classrooms was rated as only moderately satisfactory, with some respondents disagreeing on its adequacy for learning activities.

The highest computed mean indicated that respondents were very satisfied and strongly agreed that the classrooms were spacious and comfortable. Conversely, the lowest mean was associated with moderate satisfaction regarding the adequacy of classroom lighting, where respondents had some common disagreements.

The data in the table reveal some conflicting findings, as respondents' views varied. Despite the overall positive responses, there were differences in opinions regarding the classroom facilities provided by the College of Business Administration. These findings suggest that the management should review the status of the classroom facilities to ensure a conducive learning environment. Classrooms, as venues for knowledge transfer, need to be spacious and well-equipped to help students immerse in the learning process effectively.

5. What is the satisfaction level of program delivery of the College of Business Administration in terms of Faculty Reliability?

Faculty Reliability

Mean	Standard Deviation	Description	Interpretation
2.50	0.41	Agree	Satisfied
3.15	0.39	Agree	Satisfied
3.60	0.55	Strongly agree	Very satisfied
3.10	0.46	Agree	Satisfied
3.01	0.71	Agree	Satisfied
3.0	0.66	Agree	Satisfied
3.10	0.61	Agree	Satisfied
2.60	0.51	Agree	Satisfied
2.80	0.52	Agree	Satisfied
2.60	0.70	Agree	Satisfied
3.27	0.51	Strongly Agree	Very satisfied

Table 7 presents the findings regarding faculty reliability. The table shows that respondents were very satisfied and strongly agreed that faculty members respond promptly to student inquiries and emails. They were satisfied with the punctuality of faculty members, who start classes on time, their consistent presence and availability for scheduled classes, adherence to the syllabus and course schedule, dependability in providing additional help and support outside class hours, timely feedback on assignments and assessments, consistency in grading and evaluation methods, maintenance of a professional and respectful demeanor at all times, and clear communication of course expectations and requirements. Overall, respondents were satisfied with the reliability of the faculty members.

The lowest computed mean of 2.50 indicates that students agreed and were satisfied with the faculty's reliability. The highest mean of 3.60 shows that respondents felt very satisfied with the reliability of the faculty. The overall mean for faculty reliability indicates that respondents were very satisfied and strongly agreed on this aspect.

While the overall findings show high satisfaction with faculty reliability, there are indications of differing perceptions among respondents. This suggests that some students are not entirely satisfied, leading to a need for management to review and possibly enforce interventions to address these conflicting perceptions among students.

6. What is the satisfaction level on program delivery of the college of business administration in terms of Student level of Satisfaction?

Student's Level of Satisfaction

Mean	Standard Deviation	Description	Interpretation
3.88	0.41	Strongly agree	Very satisfied
3.20	0.39	Agree	Satisfied
3.90	0.55	Strongly Agree	Very satisfied
3.50	0.46	Strongly agree	Very satisfied
3.01	0.71	Agree	Satisfied
2.80	0.66	Agree	Satisfied
3.0	0.61	Agree	Satisfied
3.20	0.51	Agree	Satisfied
3.08	0.52	Agree	Satisfied
3.20	0.70	Agree	Satisfied
3.80	**0.55**	Strongly Agree	Very satisfied
3.90	0.61	Agree	Satisfied
3.98	0.51	Agree	Satisfied
3.60	0.52	Agree	Satisfied
3.27	0.51	Strongly Agree	Very satisfied

Table 8 presents the findings regarding students' level of satisfaction. The respondents strongly agreed and were very satisfied with several aspects, including the relevance and competitiveness of the programs offered by the school, the quality of education provided, the knowledge and supportiveness of faculty members, and the adequacy of academic advising services.

Respondents agreed and were satisfied with the relevance of their courses to their academic and career goals, the adequacy and accessibility of library and online resources, the conduciveness of classroom facilities to learning, the safety and welcoming nature of the campus environment, the enhancement of their college experience through extracurricular activities and organizations, and the helpfulness and responsiveness of the administrative staff. They also agreed that offering new programs can attract more students and create new opportunities and that the creation of new programs can be satisfying. Additionally, respondents suggested that improvements could be made to enhance overall student satisfaction.

The overall mean of 3.27, which indicates strong agreement and a high level of satisfaction, suggests that respondents generally feel very satisfied. The highest mean of 3.90 indicates that respondents were very satisfied with the knowledge and supportiveness of faculty members, and they believe that offering new programs can attract more students and create new opportunities.

On the other hand, the lowest mean of 2.80, related to the conduciveness of classroom facilities to learning, suggests that while the overall findings indicate a high level of student satisfaction, there is room for improvement. Management should review and enhance the school's infrastructure as a way of improving the academic operations and overall student experience.

7. Is there a significant relationship between the level of program delivery mechanism in terms of curriculum quality, teaching method, classroom facility, and faculty reliability toward students' level of satisfaction?

Table 9 shows the summary of the relationships of variables on student's level of satisfaction.

Program Delivery Assessment	Students Satisfaction Level		
	R-Value	**P-Value**	**Decision on Ho**
Organizational Culture	.672**	.000	Rejected
Significant if P-value <0.05			
Legend: Ho is rejected if Significant Ho is accepted if Not Significant			

Table 9 presents the results of a test examining the relationship between Program Delivery Assessment and Students Satisfaction Level. In this statistical analysis, the R-value represents the correlation coefficient, indicating the strength and direction of the relationship between the two variables. The P-value indicates the probability of obtaining results as extreme as the observed ones in the sample data, assuming no true relationship exists in the population.

An R-value of 0.672 indicates a moderately strong positive correlation between organizational culture and employee retention. The P-value of 0.000, which is lower than the typical threshold of 0.05 for statistical significance, leads to the rejection of the null hypothesis (Ho) that there is no significant relationship between program delivery assessment and student level of satisfaction.

These findings imply that program delivery assessment significantly impacts the student's level of satisfaction.

CONCLUSION AND RECOMMENDATIONS

Conclusion:

The study's findings reveal diverse perspectives among respondents regarding curriculum delivery, teaching methods, classroom facilities, faculty reliability, and overall student satisfaction. Although the College of Business Administration's infrastructure is generally deemed satisfactory, certain areas require improvement. The administration should address these concerns and implement targeted interventions to enhance the academic experience. By resolving these issues, the College can improve its operations and increase student satisfaction.

Recommendation

Based on these findings, it is strongly recommended that management conduct a thorough assessment of the current curriculum and make necessary modifications to align with evolving industry needs and contemporary standards. Introducing new programs based on industry demand can give students more choices and better prepare them for the job market. Teaching methods and

their delivery should be periodically reviewed and updated. Faculty members should engage in ongoing professional development through seminars and training to stay current with educational trends. Although current teaching methods meet student satisfaction levels, adapting to new developments is essential for maintaining high educational standards. Classroom facilities must be upgraded to meet local authority standards and current academic requirements. This includes enhancing the library, laboratories, and other academic resources to align with contemporary educational needs and expectations. Improving faculty reliability and building student trust is crucial for increasing overall commitment and performance. Efforts should be made to enhance faculty-student interactions and ensure consistent support and guidance.

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