Tiong Se Academy

Senior High School Grade 12

S.Y. 2024 – 2025

The Level of Satisfaction Among TSA Junior and Senior High School Students towards the Formation Program

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Project Submitted in Partial Fulfillment of the

Requirements for Senior High School

March 14, 2025

APPROVAL SHEET

This thesis entitled **"The Level of Satisfaction Among TSA Junior and Senior High School Students towards the Formation Program",** prepared and submitted by Quelnan, Joaquin Randall O. and Sola, Pierre Matthew in fulfillment of the requirements for Humanities and Social Sciences Strand, under the supervision of the Senior High School Curriculum, has been examined and recommended for the oral examination.

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CERTIFICATE OF ORIGINALITY

This is to certify that the research work presented in this research entitled "**The Level of Satisfaction Among TSA Junior and Senior High School Students towards the Formation Program**" for the Humanities and Social Sciences Strand under the Senior High School Curriculum at the Tiong Se Academy, embodies the result of original and scholarly work carried out by the undersigned. This research does not contain words or ideas which have been accepted as the basis for the award of any degree from the higher education institutions, except where proper referencing and acknowledgement were made.

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March 2025

Abstract

The Formation Program is structured to cultivate students' values and skills following the school's mission and vision. This study examines students' perceptions of the program through survey instruments to identify areas for improvement. The findings indicate that while the majority of students provided positive feedback, certain aspects of the program received lower satisfaction ratings. By addressing these concerns and implementing enhancements, this research highlights the potential for increasing student satisfaction and refining formation programs. The significance of this study lies in its contribution to the ongoing development of institutional initiatives, ensuring that students receive a comprehensive and enriching educational experience.

ACKNOWLEDGEMENT

This research will not be complete without the guidance, support, and encouragement of some of the school's faculty and administrators. The researchers would like to express their appreciation to everyone who helped in this study:

To our dear Principal, ***Mrs. Margarita Guiterrez***, thank you so much for your suggestion for completing this study. To ***Ms. Ditas Dairo, Ms. Rosie Moscoso, and Ms. Julie Ann Cruz,*** we appreciate your help in fixing some grammar errors and improving our surveys to enhance research.

Mr. Niño Viscaya, our Quantitative Research teacher, we appreciate your reminder to stay focused and help with your suggestion for our research project.

Mr. Jairuz Menia, our Research adviser, we appreciate that you provided suggestions for our research to be more effective.

To ***Ms. Mary Rose Colinares, Mr. Bill Andrew Cerico, Ms. Jeka T. Balderama, Mrs. Sharon Charisma - Ramirez,*** and ***Ms. Catherine Anne D. Maraña,*** we truly appreciate your kindness and understanding in letting us use your subject's time to work on our research. Thank you all for your support.

TABLE OF CONTENTS

Introduction

I.   Background of the Study

Tiong Se Academy, Inc. encompasses a wide range of services designed to address the diverse needs of students. Among these services is the Formation Program, which is crucial in supporting students' academic and personal needs and overall development.

The Formation Program is designed to develop students' character, values, and skills in alignment with Tiong Se Academy's mission and vision. The program consists of a wide range of services, including discipline, special values education, guidance, and student activity programs.

The quality of the Formation Program plays a crucial role in shaping and strengthening students' individuality while also responsible for meeting their needs as well as ensuring an overall quality academic experience. By instilling values, skills, and discipline, the program directly contributes to the holistic development of each student. Therefore, it is essential to prioritize and maintain the program's excellence to ensure it is utilized to its full potential.

This study aims to cover and examine the Formation Program and assess the level of student satisfaction with its current state of implementation. The research seeks to identify potential areas for improvement to enhance the program's effectiveness and better align it with students' personal needs and expectations.

II.   Statement of the Problem

This research aims to assess the level of satisfaction among Junior and Senior High School students with regards to the Formation Program provided by Tiong Se Academy. These programs, which include discipline programs, special values education programs, guidance programs, and student activity programs. These programs offered by the institution are important regarding the student's personal development. However, it is essential to understand how students feel about these programs to ensure they are truly effective.

This study explored how satisfied students were with each of these programs and to find any part where improvement could be implemented. The research also investigated whether there were significant differences in the level of satisfaction between Junior and Senior High students. By looking into these aspects, the researcher explored if the current implementation of programs could meet the needs of the students as well as how the programs affect their overall experience in school.

The research questions that this research would cover are:

- What is the level of satisfaction among students in different grade levels and gender regarding the following formation programs, in which include:
    a. Discipline Program
    b. Values Education Program
    c. Guidance Program
    d. Student Activity Program

III. Significance of the Study

The findings of the study will benefit the following:

- **For the Students**: This will help to find the results for improvement in the programs so they can support and benefit students and create a more positive school experience for them.

- **For the Teachers:** The teachers will understand the results and make changes that will make these programs more relevant.

- **For the School Administrators:** The researchers will give school administrators some valuable data to see if these programs are truly benefiting the students and supporting their growth.

- **For the Future Researchers:** This research would benefit future researchers using this as a guide on similar topics and diving deeper into these topics, offering useful information for improving school programs and making students satisfied.

IV. Scope & Delimitation

This study aimed to evaluate the level of satisfaction among junior and senior high school students at Tiong Se Academy with regard to the Formation Program offered by the school. The research focused on four key formation programs: discipline programs, special values education programs, guidance programs, and student activity programs.

The participants in this research included Junior and Senior High School students of Tiong Se Academy. While the research aimed to cover significant aspects of formation programs, it did not address other students outside these areas. These delimitations were necessary to keep the research within manageable constraints and could guide future studies in exploring broader or different aspects of Formation Programs.

V.   Conceptual Framework
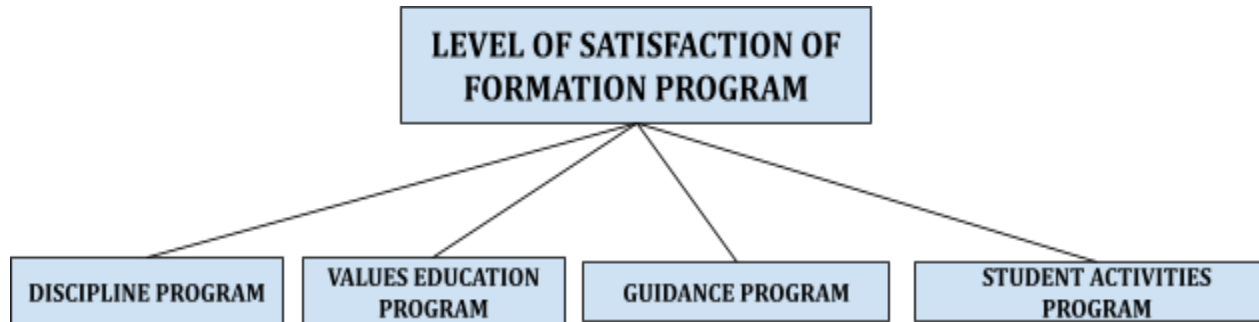
The Conceptual Framework of this study organizes the four distinct programs, which are, Discipline Programs, Values Education Programs, Guidance Programs, and Student Activity Programs, into four different areas that fall under the Formation Program. This structure allows for a more systematic and organized breakdown of each program, enabling a clearer and more comprehensive analysis. By categorizing these programs under the Formation Program, the study can effectively and efficiently examine each individual program to identify specific areas that require improvement.

VI.   Definition of Terms

1. Satisfaction - Demonstrates the level of student satisfaction with the programs offered at the school.

2. Formation Program -   An academic system that aims to build a student's character, values, and skills that align with the school's mission and vision.

3. Discipline Program - Helps students to learn good behaviour and also following rules at school.

4. Values Education Program - Teaches students important values such as honesty, respect, and others that are related to values to help them grow as responsible individuals.

5. Guidance Program - It provides support to students in making decisions about their studies, personal life, and future goals.

6. Student Activity Program - events, programs, or clubs that students participate within and outside the school, such as sports, clubs, or school events.

Chapter 2:

Review of Related Literature

Student satisfaction is a crucial aspect of educational institutions, as it directly impacts learning outcomes, retention rates, and overall student well-being. Various studies have explored the factors that contribute to student satisfaction, highlighting aspects such as instructor support, academic programs, discipline, values education, guidance services, and student activity programs. Understanding these factors can help institutions develop effective strategies to enhance the learning experience and meet students' expectations. This paper presents a comprehensive review of research studies that examine the elements influencing student satisfaction across different domains of education.

Instructor Support and Academic Programs

According to a research study conducted by Lo (2010), a survey was given to 78 students who participated in answering the questionnaire to help identify what most influenced their satisfaction and learning. The results showed that support from the instructor and clear rules made a significant impact on how much students felt they learned. The research highlights the importance of designing courses that balance in-person and online learning to optimize student engagement and satisfaction.

Similarly, Pulmones (2023) found that first-year students at St. Scholastica's College Manila focus on their academics and highly value internet access. However, they tend to show less interest in guidance services. The research underscores that feedback can help improve school

programs and lower dropout rates, suggesting that creative teaching methods and engaging activities are essential to meet student expectations.

Kanwar and Sanjeeva (2022) emphasize the importance of identifying factors that contribute to student satisfaction to enhance educational quality. Their study explores various aspects that influence student satisfaction, such as teaching methods and the support provided. They discovered that students are more satisfied when teachers are supportive and helpful. The findings suggest that enhancing teaching practices and regularly collecting student feedback can significantly improve the learning experience.

Discipline Program

Research on student satisfaction with school discipline programs indicates that approaches emphasizing responsibility and positive reinforcement tend to yield higher levels of student contentment. For instance, the Responsibility-Centered Discipline (RCD) model encourages students to take accountability for their actions, leading to improved school climates and reduced disciplinary incidents. Schools implementing RCD have reported significant decreases in office referrals, detentions, and suspensions, contributing to a more positive educational environment.

A research study conducted by Bracho-Amador et al. (2023) revealed that classrooms that primarily emphasize learning and effort foster greater student satisfaction and motivation, as students recognize the importance of following established rules. However, classrooms that prioritize competition or performance tend to result in students experiencing feelings of boredom or discouragement.

Oneschuk (2007) found that teachers are dissatisfied with how their school handles discipline, particularly in areas such as operational efficiency, safety measures, and effective communication. Addressing these gaps can enhance the institution and foster a more positive and secure environment for students and staff alike.

According to Malik et al. (2023), curriculum design should incorporate hands-on training for practical subjects while reserving theoretical learning for abstract topics. Teachers are encouraged to apply strategies such as experiential learning and case studies to foster critical and flexible thinking among students. The research also emphasizes the need for student feedback to improve educational programs.

In summary, discipline programs that promote responsibility, positive reinforcement, and the development of social-emotional skills are more likely to enhance student satisfaction compared to traditional punitive approaches.

Values Education Program

Research on student satisfaction with values education programs in the Philippines highlights the significant impact these programs have on students' daily lives and overall development. A qualitative study by Gomez (2024) examined the application and effectiveness of values education, revealing that such programs play a crucial role in shaping students' moral and ethical perspectives, thereby contributing to their personal success.

A study conducted at Central Philippines University revealed that students felt safe on campus and appreciated the spiritual and academic services provided by the institution. However, some students expressed dissatisfaction with the associated fees. Java (2020) suggests that the

institution should continue its successful programs while addressing areas that result in lower satisfaction by conducting surveys to gather feedback.

Arambewela and Hall (2011) found that students from different countries place varying levels of importance on factors such as self-confidence and enjoyment. For example, students from India and parts of Indonesia prioritize self-improvement, while those from Indonesia and Thailand value fun. The research suggests that universities should offer flexible programs that cater to diverse student preferences and cultural backgrounds.

Barris et al. (1985) examined how learning preferences and values among undergraduate and graduate students in occupational and physical therapy influence their educational satisfaction. The research suggests that aligning teaching styles with students' preferred learning methods can significantly enhance satisfaction.

Guidance Program

Research on student satisfaction with school guidance programs in the Philippines reveals varying levels of engagement and contentment among students. A study by Vergara and Magallanes (2020) assessed high school students in a Catholic school in Antique, focusing on their utilization and satisfaction with basic guidance services. The findings indicated that while students were generally aware of the available guidance services, the extent of utilization varied, and satisfaction levels were influenced by factors such as gender and grade level.

Bucad Jr. and Perez (2021) noted that examining student background is interconnected with their satisfaction with the OSAS program. Their study found that ethnic background and age have no direct influence on satisfaction, aligning with similar findings by Ilias et al. (2009). However,

student awareness of OSAS services is closely tied to demographic factors such as counseling, religious services, and student organizations.

Ngeno and Magut (2014) found that students had neutral perceptions regarding vocational needs, indicating that guidance and counseling programs were not functioning effectively. This could be linked to other school programs consuming most of students' time, leading to a lack of awareness and engagement with guidance services.

Yosef and Yusup (2024) used the SERVQUAL model to analyze student satisfaction with academic services, including teaching quality, administrative support, and school facilities. Their findings revealed high satisfaction with teaching quality but lower satisfaction with administrative support and facilities. The study emphasized that empathy and care in providing guidance and support play a crucial role in overall student satisfaction.

Student Activity Program

Research on student satisfaction with school student activity programs in the Philippines indicates generally positive perceptions, though areas for improvement remain. A study by Gaitan (2022) assessed student services in selected state universities, revealing that while students were satisfied with the programs offered, there was a need for continuous enhancement to meet evolving student needs.

Student services play a critical role in fostering student development and success throughout their academic experiences. These services provide a wide range of support systems, including

extracurricular activities, counseling, and academic programs, all designed to enhance the overall student experience.

Napitupulu et al. (2018) found that students at XYZ University expressed dissatisfaction with institutional services such as computer facilities and Wi-Fi networks. The study highlights the strong connection between service quality and student satisfaction, suggesting that improving services could significantly enhance the student experience.

An investigation at La Consolacion University Philippines showed that students were generally satisfied with the services provided by the institution. However, the study recommended staff training programs, and ensuring a well-rounded staff to further enhance student satisfaction (Galvaez, 2018).

Ciobanu (2013) emphasizes that student services foster academic success and enhance the overall university experience. The study suggests that institutions should prioritize students' needs and staff welfare to further improve student services.

Rudge (2014) highlights the need for further exploration into student needs and frequent evaluations of services to effectively meet them. The research suggests the establishment of an Office of Multiculturalism to promote diversity and inclusion, implementation of professional development programs, and better communication about service processes.

Wilson and Millar (2021) found that student engagement in activities contributes to their overall satisfaction and motivation to continue enrollment. Their study emphasizes the importance of developing programs that balance enjoyment, health, and social connections.

In conclusion, student satisfaction is influenced by various factors, including academic support, discipline, values education, guidance services, and student activities. By addressing these key areas, educational institutions can create a more engaging and supportive environment that fosters learning and personal growth. Regular feedback and continuous improvement of programs and services are essential in meeting the evolving needs and expectations of students. Educational institutions should strive to strike a balance between academic rigor, supportive services, and a positive campus experience to ensure long-term success and student satisfaction.

Chapter 3

Methodology

I.   Research Samples

The respondents for this research were the Junior and Senior High School students of Tiong Se Academy. They were provided with surveys, which are designed to assess their perspectives and experiences regarding the formation programs. These programs included discipline programs, special values education programs, guidance programs, and student activity programs. To gather their opinions, students answered a survey to evaluate their level of satisfaction with these programs. Their feedback on these aspects helped the institution identify its strengths and areas for improvement, thereby enhancing the overall student experience.

II.   Data Collection Techniques

The researchers collected comprehensive data from participants using a survey instrument, which was administered to Junior and Senior High School students to obtain essential information for the study. The researchers aimed to gather responses from 100% of the participants.

The survey collected data on the range of programs offered, the percentage of student satisfaction, and the perceived benefits of these activities. Participants were asked to rate their satisfaction with specific programs, the availability of resources, and the contribution of these activities to their overall school experience.

The data gathered through these surveys provided insights into student satisfaction across these key areas, aiding the academic institution in identifying strengths, addressing weaknesses, and enhancing the overall educational experience for all students.

III.   Research Design

This research employed a descriptive-quantitative design to assess students' level of satisfaction with the formation programs. This approach involved collecting numerical data and statistical measures to quantify students' satisfaction levels.

The data were analyzed using basic statistical tools, such as percentages and averages, to summarize the survey results effectively.

A descriptive-quantitative design is a research methodology that systematically gathers data to describe a phenomenon, situation, or population. While qualitative data may occasionally be used for contextual understanding, this study primarily relied on quantitative data. The collected data were then subjected to descriptive statistical analysis to compute averages and determine the extent of students' satisfaction with the formation programs.

Chapter 4

Data Analysis

Graph 1: The Level of Satisfaction of Respondents by Grade Level.
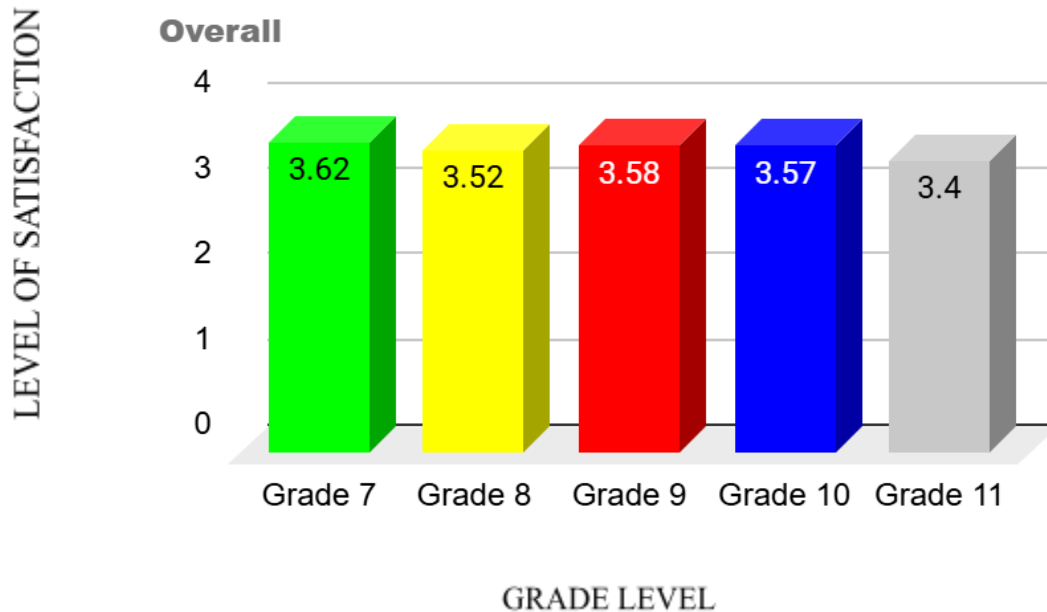
The table presents the overall satisfaction levels for each grade level regarding the Formation Program. Grade 7 recorded an average satisfaction rating of x̄ = 3.62, Grade 8 scored x̄ = 3.52, Grade 9 scored x̄ = 3.58, Grade 10 scored x̄ = 3.57, and Grade 11 recorded the lowest satisfaction rating at x̄ = 3.4. These findings suggest that Junior High School students are very satisfied with the Formation Program, whereas Senior High School students reported dissatisfaction, possibly indicating a need for improvement. While the program has received an overall average satisfaction rating, improvements can still be implemented to further improve its effectiveness and provide students' needs.

Graph 2: The Level of Satisfaction of Respondents by Gender.
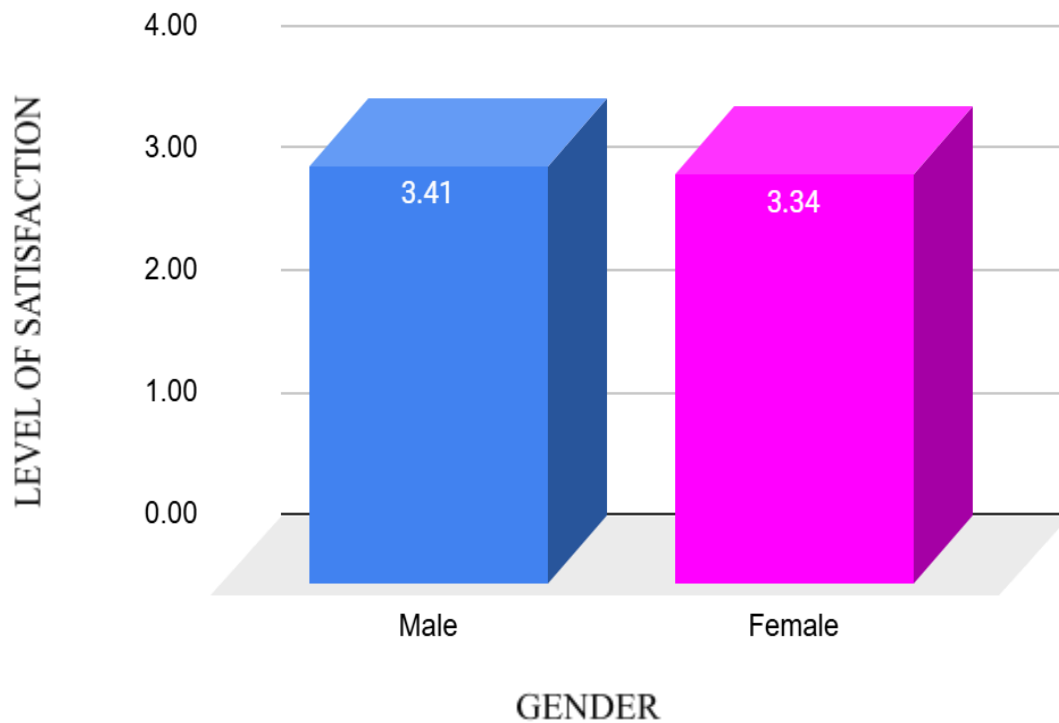
The table above presents the average satisfaction levels of the respondents based on gender. Male students reported a neutral rating of x̄ = 3.41, while female students recorded a moderate average satisfaction rating of x̄ = 3.34.

Graph 3: The Level of Satisfaction in each Formation Program.
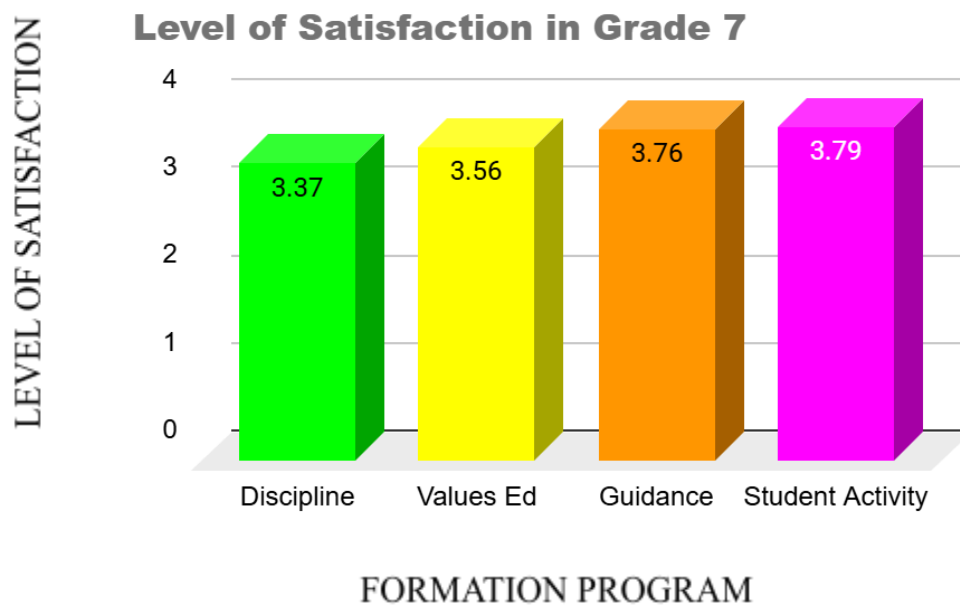
The responses of Grade 7 students regarding the Formation Program are as follows. They reported an average satisfaction rating of 3.37 for the Discipline Program, 3.56 for the Values Education Program, 3.76 for the Guidance Program, and 3.79 for the Student Activity Program. They recorded an overall average satisfaction rating of $\bar{x} = 3.62$. The results indicate that Grade 7 students are generally satisfied with the Formation Program, with their highest satisfaction observed in the Student Activity and Guidance Programs. While the overall average satisfaction rating of $\bar{x} = 3.62$ reflects a positive perception, further improvements can be made to maintain and improve the program's effectiveness and meet student needs.

Level of Satisfaction in Grade 8
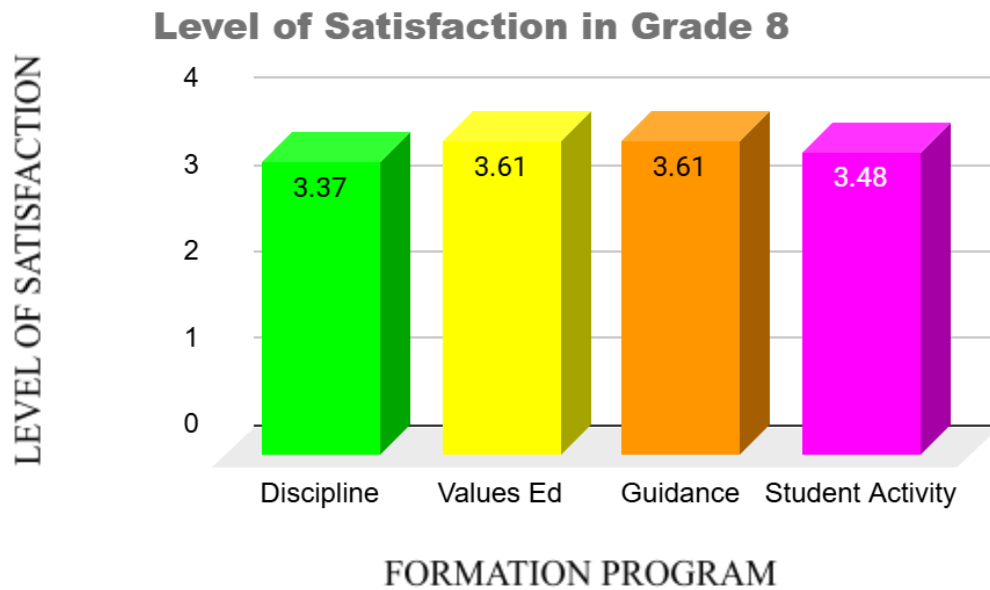
The responses of Grade 8 students regarding the Formation Program are as follows. They reported an average satisfaction rating of 3.37 for the Discipline Program, 3.61 for the Values Education Program, 3.61 for the Guidance Program, and 3.48 for the Student Activity Program. T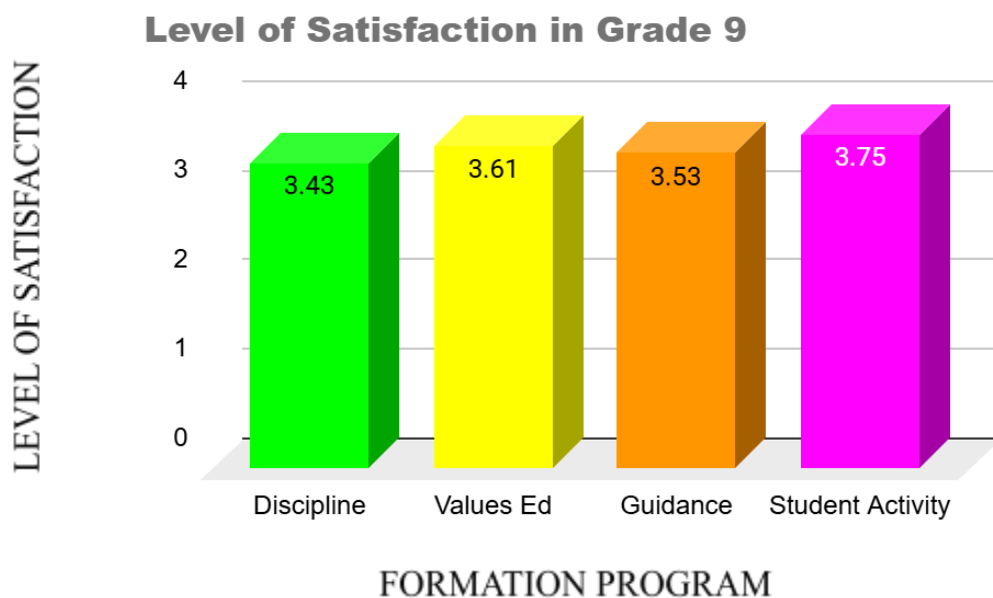hey recorded an overall average satisfaction rating of $\bar{x} = 3.52$. The results show that Grade 8 students are generally satisfied with the Formation Program, with the highest satisfaction observed in the Values Education and Guidance Programs. The slightly lower rating for the Discipline Program suggests areas for potential improvement. The average satisfaction rating reflects a fair perception of the program's effectiveness.

Level of Satisfaction in Grade 9

A bar chart titled "Level of Satisfaction in Grade 9" with the y-axis labeled "LEVEL OF SATISFACTION" (scale 0 to 4) and the x-axis labeled "FORMATION PROGRAM."

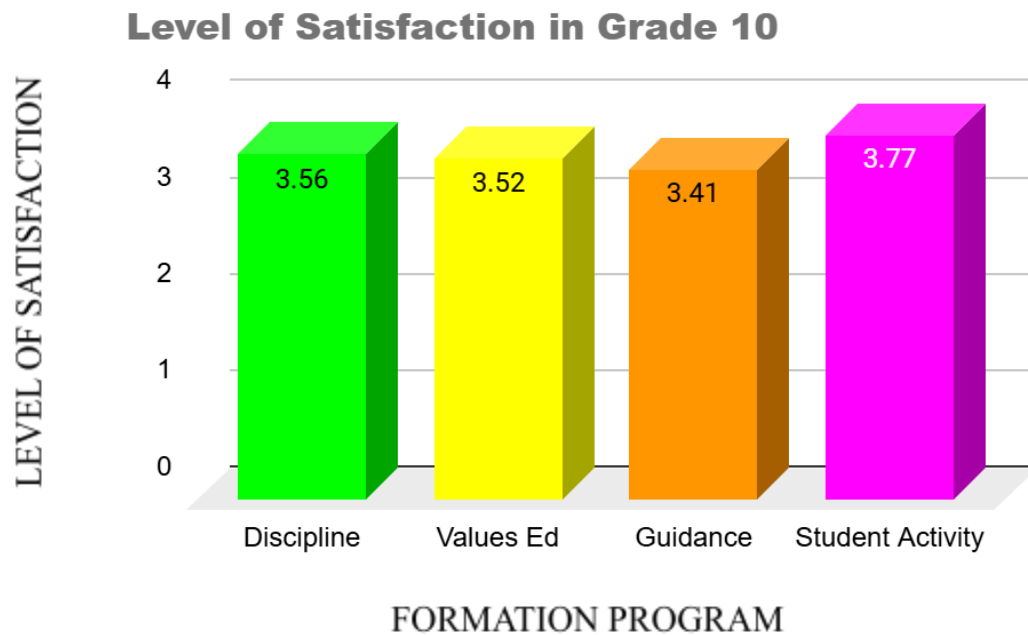| Program	Value
Discipline	3.43
Values Ed	3.61
Guidance	3.53
Student Activity	3.75

The responses of Grade 9 students regarding the Formation Program are as follows. They reported an average satisfaction rating of 3.43 for the Discipline Program, 3.61 for the Values Education Program, 3.53 for the Guidance Program, and 3.75 for the Student Activity Program. Overall, they recorded an average satisfaction rating of $\bar{x} = 3.58$. The results indicate that Grade 9 students are generally satisfied with the Formation Program, with the highest satisfaction observed in the Student Activity and Values Education Programs. While the results reflect a positive perception, continuous improvements can further enhance the program's effectiveness and improve student experience.

Level of Satisfaction in Grade 10

A 3D bar chart titled "Level of Satisfaction in Grade 10" with the y-axis labeled "LEVEL OF SATISFACTION" (ranging 0 to 4) and the x-axis labeled "FORMATION PROGRAM". The bars show: Discipline 3.56, Values Ed 3.52, Guidance 3.41, Student Activity 3.77.
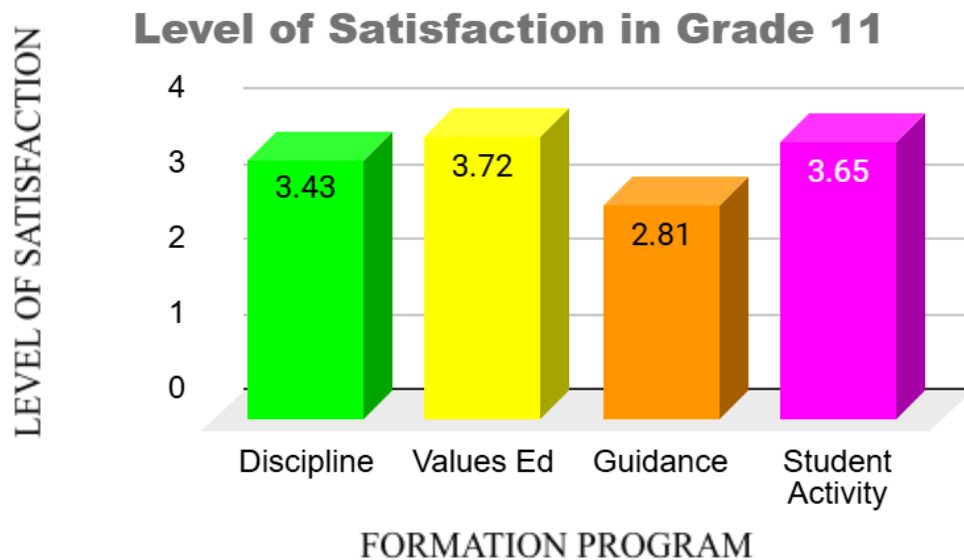
The responses of Grade 10 students regarding the Formation Program are as follows. They reported an average satisfaction rating of 3.56 for the Discipline Program, 3.52 for the Values Education Program, 3.41 for the Guidance Program, and 3.77 for the Student Activity Program. they recorded an overall average satisfaction rating of $\bar{x} = 3.57$. The results show that Grade 10 students are generally satisfied with the Formation Program, with their highest satisfaction recorded in the Student Activity Program.

Level of Satisfaction in Grade 11

LEVEL OF SATISFACTION

|	
Discipline	3.43
Values Ed	3.72
Guidance	2.81
Student Activity	3.65

FORMATION PROGRAM

The responses of Grade 11 students regarding the Formation Program are as follows: they reported an average satisfaction rating of 3.43 for the Discipline Program, 3.72 for the Values Education Program, 2.81 for the Guidance Program, and 3.65 for the Student Activity Program. Overall, they recorded an average satisfaction rating of $\bar{x}$ = 3.40. The results suggest that Grade 11 students have mixed perceptions of the Formation Program, with the highest satisfaction observed in the Values Education Program and the lowest in the Guidance Program. This indicates that while students are fairly satisfied, significant improvements, particularly in the Guidance Program, are needed to improve their overall experience and satisfaction.

Graph 4: The Overall Level of Satisfaction with Specific Formation Programs.
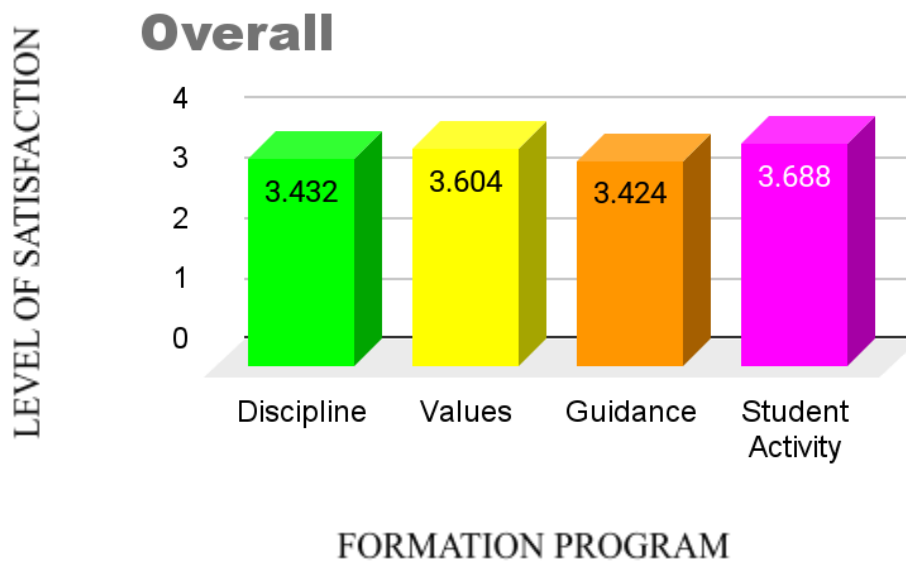
The table presents the overall results of the various programs within the Formation Program. According to the data, the Student Activity Program received the highest satisfaction score of 3.688 from the respondents. The Values Education Program followed closely, receiving a satisfaction score of 3.604. Meanwhile, the Discipline and Guidance Programs received the lowest satisfaction scores. The Discipline Program received a score of 3.432, while the Guidance Program received an even lower score of 3.424. These findings suggest that both the Discipline and Guidance Programs require attention and improvement.

Chapter 5

Conclusions and Recommendations

I.   Conclusion

The Formation Program plays a crucial role in shaping students' character, values, and skills while aligning with the school's mission and vision. This program is designed to enhance students' overall learning experience by promoting personal growth and development.

Based on the survey results, students from Junior and Senior High School at Tiong Se Academy expressed an overall moderate level of satisfaction with the Formation Program. Among its different components, the Student Activity Program received the highest ratings. However, some areas, such as the Guidance Program, had lower satisfaction levels, suggesting a need for improvement. These findings indicate that while students generally appreciate the program, certain aspects should be enhanced to better support their academic and personal development.

II.   Recommendation

To enhance the effectiveness of the Formation Program, several concrete improvements should be implemented. The Guidance Program should offer more structured student sessions, including personalized career counseling, mental health workshops, and life skills seminars. Additionally, addressing the shortage of guidance personnel by hiring more counselors or training teachers to provide support can help meet students' diverse needs. Establishing a mentorship system where students can seek guidance from peers or faculty members may also improve their overall experience.

Since Senior High School students reported lower satisfaction, the program should introduce activities tailored to their academic and personal interests. These may include leadership training, internship opportunities, career planning sessions, and interactive discussions on relevant issues. Offering student-led initiatives where they can take an active role in planning activities may also increase engagement and make the program more relevant to their needs.

The Values Education and Discipline Programs would benefit from more interactive teaching methods. Incorporating experiential learning activities such as role-playing scenarios, real-life case studies, and group discussions can make lessons more engaging. Additionally, using multimedia resources and inviting guest speakers from various fields can help students better connect with the topics being discussed.

Meanwhile, the Student Activity Program has been well received, particularly with activities such as academic clubs, sports, and extracurricular events. Expanding these options further by introducing interdisciplinary projects, community service initiatives, and inter-school competitions can provide students with more opportunities for personal and social development.

Finally, future research should explore how the Formation Program directly influences students' academic performance, personal growth, and overall well-being. Regular feedback mechanisms, such as student surveys should be implemented to continuously assess the effectiveness of these programs and make necessary improvements.

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APPENDICES

Table 1: Mean Interval of the Level of Satisfaction for Formation Program

Mean Interval	Description
4.50-5.00	Very Satisfied
3.50-4.49	Satisfied
2.50-3.49	Neutral
1.50-2.49	Dissatisfied
1.00-1.49	Very Dissatisfied

Table 2: The Level of Satisfaction of Respondents by Grade Level.

Grade Level	Mean $(\bar{X})$	Level of Satisfaction
Grade 7	3.62	Satisfied
Grade 8	3.52	Satisfied
Grade 9	3.58	Satisfied
Grade 10	3.57	Satisfied
Grade 11	3.4	Neutral

Table 3: The Level of Satisfaction of Respondents by Gender.

Gender	Mean $(\bar{X})$	Level of Satisfaction
Male	3.41	Neutral
Female	3.34	Neutral

Table 4: The Level of Satisfaction of Respondents for Formation Program by Grade 7

Grade 7	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.37	Neutral
Values Education Program	3.56	Satisfied
Guidance Program	3.76	Satisfied
Student Activity Program	3.79	Satisfied

Table 5: The Level of Satisfaction of Respondents for Formation Program by Grade 8

Grade 8	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.37	Neutral
Values Education Program	3.61	Satisfied
Guidance Program	3.61	Satisfied
Student Activity Program	3.48	Neutral

Table 6: The Level of Satisfaction of Respondents for Formation Program by Grade 9

Grade 9	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.43	Neutral
Values Education Program	3.61	Satisfied
Guidance Program	3.53	Satisfied
Student Activity Program	3.75	Satisfied

Table 7: The Level of Satisfaction of Respondents for Formation Program by Grade 10

Grade 10	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.56	Satisfied
Values Education Program	3.52	Satisfied
Guidance Program	3.41	Neutral
Student Activity Program	3.77	Satisfied

Table 8: The Level of Satisfaction of Respondents for Formation Program by Grade 11

Grade 11	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.43	Neutral
Values Education Program	3.72	Satisfied
Guidance Program	2.81	Neutral
Student Activity Program	3.65	Satisfied

Table 9: Overall Level of Satisfaction of the Specific Formation Programs

Formation Program Services	Mean $(\bar{X})$	Level of Satisfaction
Discipline Program	3.432	Neutral
Values Education Program	3.604	Satisfied
Guidance Program	3.424	Neutral
Student Activity Program	3.688	Satisfied

Testing Materials

STUDENT SATISFACTION SURVEY ON FORMATION PROGRAM

We would like to know about how you feel about our school. We will use your answers to find ways to improve it further. Please answer all of the questions by choosing one of the options in the columns. This survey is anonymous – nobody will know that your answers came from you.

Date: _____

1. What is your grade level?
O   Grade 7
O   Grade 8
O   Grade 9
O   Grade 10
O   Grade 11

2. What is your gender?
O   Male
O   Female

3. **STUDENT SATISFACTION SURVEY ON FORMATION PROGRAM**
We value your feedback. Please rate your satisfaction of the following services and activities.

5	Very Satisfied
4	Satisfied
3	Average
2	Dissatisfied
1	Very Dissatisfied

Formation Program Services

A. How satisfied are you with the Discipline Program?

Areas for Evaluation	5	4	3	2	1
1. How satisfied are you with the fairness of the discipline rules?					
2. How satisfied are you with the school's discipline rules?					
3. How satisfied are you with how well the rules are explained to students and parents?					
4. How satisfied are you with how discipline issues are addressed?					
5. How satisfied are you with the consistency of the disciplinary interventions given by the school?					
6. How satisfied are you with the interventions provided to the students who violated the discipline rules?					
7. How satisfied are you with the way the discipline issues are handled by faculty and staff in-charge of the Formation Program?					
8. How satisfied are you with the involvement of students in					

Areas for Evaluation	5	4	3	2	1
understanding the discipline process?					
9. How satisfied are you with the impact of the discipline rules on school behavior?					
10. Overall, how satisfied are you with the school's discipline services?					

B. How satisfied are you with the Values Education Program?

Areas for Evaluation	5	4	3	2	1
1. How satisfied are you with the overall quality of the Values Education Program?					
2. How satisfied are you with how the program relates to your daily life?					
3. How satisfied are you with how engaging the lessons are?					
4. How satisfied are you with the materials used for teaching values?					
5. How satisfied are you with the teachers' explanations and teaching values?					
6. How satisfied are you with the relevance of the program or issues taken in class to real-life situations?					
7. How satisfied are you with the support from teachers only or from the school community in general?					
8. How satisfied are you with the inclusivity of the program for all students?					
9. How satisfied are you with the impact of the Values Education Program on the personal formation of the students?					

Areas for Evaluation	5	4	3	2	1
10. Overall, how satisfied are you with the value of education services?					

C. How satisfied are you with the Guidance Program?

Areas for Evaluation	5	4	3	2	1
1. How satisfied are you with the overall availability of guidance services?					
2. How satisfied are you with the accessibility of guidance counselors?					
3. How satisfied are you with the help provided for career planning?					
4. How satisfied are you with the guidance offered for academic concerns?					
5. How satisfied are you with the assistance for managing personal problems?					
6. How satisfied are you with how the students are informed of the available resources and programs					
7. How satisfied are you with the confidentiality of your sessions with guidance counselors?					
8. How satisfied are you with the school's promotion of guidance services?					
9. How satisfied are you with how well guidance services support your overall well-being?					
10. Overall, how satisfied are you with the school's guidance services?					

D. How satisfied are you with the Student Activity Program?

Areas for Evaluation	5	4	3	2	1
1. How satisfied are you with the variety of student activities offered?					
2. How satisfied are you with the inclusiveness of student activities?					
3. How satisfied are you with the support provided by the school for sports events?					
4. How satisfied are you with the organization of academic clubs?					
5. How satisfied are you with the quality of school fairs and celebrations?					
6. How satisfied are you with the opportunities provided to the students to participate in the different outreach programs of the school like Donation Drives, Clean-Up Drive, etc?					
7. How satisfied are you with the opportunities provided by the Student Council to develop leadership skills among the student leaders?					
8. How satisfied are you with the balance between academics and student activities?					
9. How satisfied are you with the overall impact of the Student Activity Program?					

THANK YOU FOR YOUR TIME!