

School Orientation: Factors, Students' Perception and Satisfaction in Private Higher Education Institution

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Abstract: This study, anchored on Tinto's Student Integration Theory (1975), examined the factors influencing school orientation, students' perception, and satisfaction at a Private Higher Education Institution. It evaluated key orientation components, specifically structure and organization, quality of information, and interaction among stakeholders. The study also measured students' perception in terms of clarity of information, effectiveness of delivery, and engagement level, as well as their satisfaction based on usefulness, quality of experience, and willingness to recommend. A descriptive-correlational quantitative research design was employed, utilizing a researcher-made survey questionnaire administered to 100 BSBA students. Findings revealed that school orientation factors were rated high, indicating that the program was systematically planned, well-coordinated, and effectively implemented. Students expressed positive perceptions of the orientation, noting that the information provided was clear, well-delivered, and relevant to their academic transition. Satisfaction levels were similarly high, with students acknowledging the practicality of the content, the supportive environment created by facilitators, and the overall value of the orientation experience. Additionally, results showed a significant relationship between school orientation factors and both perception and satisfaction. This suggests that improved structure, high-quality information, and meaningful interaction contribute to more favourable student evaluations. These findings underscore the importance of maintaining organized, informative, and engaging orientation programs, as they play a vital role in enhancing student preparedness, fostering a sense of belonging, and supporting successful adjustment to college life. The study highlights the crucial role of well-executed orientation initiatives in promoting positive student experiences in higher education.

Keyword: School Orientation, School Orientation Factors, Students' Perception, Satisfaction, Private Higher Education.

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I. INTRODUCTION

The transition into college represents a crucial development phase for students, marked by opportunities to study while confronting different challenges. The school organizes orientation programs to guide new students through academic procedures, explain institutional policies, and show them the facilities and assistance options. These educational programs actively work to reduce anxiety before building confidence, preparing students for their college experience. Carefully designed school orientation helped students establish ties with a new educational community while

enabling them to adapt better to their environment (Algonos et al. 2024).

Students at a Private Higher Education Institution need to understand how they perceive the school orientation process and their levels of satisfaction. School orientation is an essential aspect of students' lives, as it introduces new students to academic spaces, shows them the facilities, and fosters community bonds. Student perceptions of the orientation process directly relate to their overall satisfaction and commitment to the institution. Students who fail to find value in their orientation programs risk worse campus

adjustment, which can affect their academic performance and time spent in college (Mohzana, 2024).

The study matters because it will generate insights about present orientation approaches at a Private Higher Education Institution, together with their potential weaknesses. This analysis enables school administrators to receive feedback that helps refine the orientation process at a Private Higher Education Institution. Better orientation practices would increase student retention and engagement, foster a more favourable academic experience, and enhance the college community environment for new students (Miller et al. 2020).

Matriano and Bueno (2024) conducted research at Columban College in the Philippines to evaluate the effectiveness of their orientation programs in students' understanding of their academic and professional goals. The organization of orientation activities remains essential because it helps students understand the school's teaching objectives alongside their learning targets.

These programs deliver precise educational information, enabling students to align their educational goals with institutional priorities. Proper alignment helps students maintain high motivation and enhance their school engagement. Effective orientation programs yield positive outcomes for both academic achievement and student integration in the college setting, according to this study.

Despite the recognized importance of orientation programs, many institutions continue to face challenges related to unclear information delivery, inconsistent organization, and limited student engagement, which hinder students' transition into college. In the Philippines, these issues often leave students feeling unprepared and confused about policies, performance, and satisfaction. At a Private Higher Education Institution, there remains limited research on how students evaluate the current orientation program, creating a gap in understanding its effectiveness and areas needing improvement. This study addresses these concerns by examining how orientation factors and students' characteristics influence their perception and satisfaction, providing evidence-based guidance for enhancing future orientation initiatives.

This study explores students' perceptions and satisfaction with the orientation program at a Private Higher Education Institution, highlighting the lack of research on this institution. While studies such as Maslang et al. (2021) have evaluated students' awareness and satisfaction with student services in other Philippine higher education institutions amid the pandemic, their findings may not be directly applicable to our context. Additionally, Le et al. (2021) examined factors influencing student satisfaction with training services at the College of Commerce, highlighting the importance of trust, empathy, and responsiveness in service delivery. However, these studies do not provide insights into student perceptions and satisfaction specific to the Private Higher Education Institution. Our study aims to fill this gap by providing institution specific insights, thereby helping administrators enhance the orientation experience to facilitate student adaptation and success better.

Understanding both the independent variables — such as school orientation factors — and the dependent variables — students' perceptions and satisfaction — is essential for evaluating how well an orientation program supports new learners. These variables together provide a comprehensive picture of how different student groups experience the program and how the orientation's structure, information quality, and stakeholder interaction influence their understanding, engagement, and overall experience. By examining these relationships, Private Higher Education Institutions gain valuable insights into whether the orientation effectively prepares students for academic life, fosters a sense of belonging, and meets their expectations as they begin their college journey.

II. METHODOLOGY

➤ Objectives of the Study

The main objectives of this study are to examine students' awareness and evaluation of school orientation systems at a Private Higher Education Institution. The research aims to address specific questions regarding student evaluation of the school orientation at a Private Higher Education Institution.

Specifically, it seeks to answer the following questions:

- What is the level of school orientation factors in terms of:
 - ✓ Interaction among Stakeholders;
 - ✓ Structure and Organization;
 - ✓ Quality of Information?
- What is the level of perception on the school orientation in terms of:
 - ✓ Clarity of Information;
 - ✓ Effectiveness of Delivery;
 - ✓ Engagement Level?
- What is the level of satisfaction of students on the school orientation in terms of:
 - ✓ Quality of Experience;
 - ✓ Usefulness of Orientation;
 - ✓ Willingness to Recommend?
- Is there a significant relationship between school orientation factors and the perception of students of the school orientation?
- Is there a significant relationship between school orientation factors and the satisfaction of students with the school orientation?

III. MATERIALS AND METHODS

➤ Respondents

A total of one number (100) students from all year levels of the Bachelor of Science in Business Administration (BSBA) program at a Private Higher Education Institution served as the respondents of the study. These students, enrolled in the BSBA program, underwent various academic and institutional adjustments throughout their studies. Their

participation in the school orientation program enabled them to learn about school policies, academic expectations, and campus resources, which were essential to their transition into college life. By examining the factors influencing orientation, students' perception, and satisfaction, the study aimed to identify strengths and areas for improvement. The results provided insights that helped enhance the orientation program to better support students' academic and professional development.

➤ *Research Design*

This study used a descriptive-correlational quantitative research design to examine the factors influencing orientation, students' perception, and satisfaction at a Private Higher Education Institution. The descriptive stage assesses school orientation factors, including structure and organization, the quality of information, and stakeholder interactions. Additionally, it measures students' perceptions of orientation based on the clarity of information, the effectiveness of delivery, and engagement level, as well as their satisfaction with usefulness, quality of experience, and willingness to recommend. The correlational analysis examined relationships among demographics, school orientation factors, students' perceptions, and satisfaction to understand how these factors influence the program's effectiveness. The findings will help improve the orientation program and enhance the overall student experience.

➤ *Instrument*

The instrument used to gather data in this study is a researcher-made survey questionnaire designed by the researchers to identify the factors influencing orientation, as

well as the level of perception and satisfaction students have towards the school orientation program at a Private Higher Education Institution in Purok 6, Hagkol, Valencia City, Bukidnon. The researchers used a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree" to measure the responses. The researcher's adviser reviewed the Likert scale to ensure its appropriateness and clarity. The scale is presented in a group called "Likert items," where each item starts with a statement. These structures are mutually exclusive, each addressing a specific aspect of the students' learning experience while evaluating the overall orientation program outcome.

The instrument consists of three parts. The first part assessed school orientation factors, including structure and organization, the quality of information, and interaction among stakeholders. The second part measured students' perceptions of the orientation program, covering the clarity of information, the effectiveness of delivery, and engagement level. The final part evaluated students' satisfaction with the program, specifically the usefulness of the orientation, the quality of the experience, and their willingness to recommend it. This structure helped the study gather clear and complete information about how students view and experience the orientation program. That provides valuable insights for potential improvements.

➤ *Scoring Procedure*

The study used a five-point Likert scale to determine the factors influencing school orientation, students' perceptions, and satisfaction with the school orientation program at a Private Higher Education Institution.

Table 1 5-Point Likert Scale on Factors Influencing School Orientation Program

Numerical Rating	Range	Verbal Description	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderate
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

Table 2 5-Point Likert Scale on Students' Perception Towards the School Orientation Program

Numerical Rating	Range	Verbal Description	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Perceived
4	3.51-4.50	Agree	Perceived
3	2.51-3.50	Neutral	Moderately Perceived
2	1.51-2.50	Disagree	Less Perceived
1	1.00-1.50	Strongly Disagree	Not Perceived at all

Table 3 Point Likert Scale on Students' Satisfaction Towards the School Orientation Program

Numerical Rating	Range	Verbal Description	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Satisfied
4	3.51-4.50	Agree	Satisfied
3	2.51-3.50	Neutral	Moderately Satisfied
2	1.51-2.50	Disagree	Less Satisfied
1	1.00-1.50	Strongly Disagree	Not Satisfied at all

➤ *Statistical Treatment*

Descriptive statistical methods were applied to process survey data, utilizing frequencies, percentages, mean values, and standard deviation to present findings and identify patterns. The Pearson Correlation Coefficient (r) was used to assess relationships between school orientation factors,

students' perception, and satisfaction with the school orientation program.

For problem number 1, to measure the level of school orientation factors regarding structure and organization, quality of information, and interaction among stakeholders, the mean and standard deviation were used.

For problem number 2, to measure students' perceptions of the clarity of information, the effectiveness of delivery, and their engagement with the school orientation program, the mean and standard deviation were used.

For problem number 3, to measure student satisfaction levels regarding the usefulness of orientation, quality of experience, and willingness to recommend the school orientation program, the mean and standard deviation were used.

For problem number 4, to examine the relationships between the school orientation program, the Pearson Correlation Coefficient (r) was used.

For problem number 5, to examine the relationships between school orientation factors and students' satisfaction with the school orientation program, the Pearson Correlation Coefficient (r) was used.

IV. RESULTS AND DISCUSSION

This chapter presents the data, analysis, and interpretation of the findings. The data are presented in tables organized by the problems they address. The interpretation of the findings follows each table that is presented.

Table 4 Descriptive Statistics on School Orientation Factors in terms of Structure and Organization

Indicators		Mean	SD	Qualitative Interpretation
1. The school orientation was well-structured and organized.		4.22	0.705	High
2. The orientation program started and ended on time as scheduled.		3.86	0.876	High
3. The orientation program was conducted in a comfortable and supportive environment.		4.13	0.761	High
4. The duration of the orientation was appropriate for the amount of information presented.		4.17	0.711	High
5. The orientation facilitators managed time efficiently and effectively.		4.08	0.706	High
Total		4.09	0.57	High

Legend: Range	Verbal Description	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High
3.51-4.50	Agree	High
2.51-3.50	Neutral	Moderate
1.51-2.50	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

The overall mean for structure and organization is 4.09 (SD = 0.57), indicating a High level. This implies that students generally perceived the school orientation at a Private Higher Education Institution as well-organized, well-managed, and systematically delivered. These results support Sagario et al. (2023), who emphasized that organized institutional activities strengthen student engagement and overall satisfaction.

The highest mean is recorded for "The school orientation was well-structured and organized" (M=4.22), indicating that students agreed it was well-structured and well-planned. This implies that a clear sequence of activities and proper management enhanced students' engagement and helped them follow the program's flow smoothly. This aligns with Almeda and Chua (2023), who found that coherent organizational systems promote better collaboration, participation, and learning environments.

The lowest mean is seen in "The orientation program started and ended on time as scheduled" (M = 3.86), although

it is still interpreted as High. This implies that, while the orientation was generally organized, students noticed minor concerns regarding punctuality or the pace of the schedule. Despite these small issues, respondents still viewed the program as efficient and beneficial. This observation is consistent with studies by Mag-aso et al. (2025), who noted that even well-structured programs may require improved time allocation to maximize effectiveness and student satisfaction.

The findings reveal that students perceived the school orientation at a Private Higher Education Institution as well-structured and effectively delivered, with its clear organization supporting a positive transition into college life. While minor scheduling concerns were noted, these did not significantly affect students' overall satisfaction, emphasizing the value of strong organizational systems and the need for continued improvement in time management for future orientations.

Table 5 Descriptive Statistics on School Orientation Factors in terms of Quality of Information

Indicators	Mean	SD	Qualitative Interpretation
1. The information provided during the orientation was clear and easy to understand.	4.40	0.667	High
2. The speakers and facilitators demonstrated expertise in their topics.	4.29	0.686	High
3. The orientation provided useful information about school policies and procedures.	4.37	0.787	High
4. The rules and regulations of the school were clearly	4.34	0.755	High
5. The information presented in the orientation helped me feel more prepared	4.27	0.827	High

for school life.					
Total			4.33	0.56	High
Legend: Range	Verbal Description	Qualitative Interpretation			
4.51-5.00	Strongly Agree	Very High			
3.51-4.50	Agree	High			
2.51-3.50	Neutral	Moderate			
1.51-2.50	Disagree	Low			
1.00-1.50	Strongly Disagree	Very Low			

The overall mean of 4.33 (SD = 0.56), interpreted as High, indicates that students agreed the information provided during the orientation was clear, relevant, and useful. This implies that the program successfully communicated essential policies, procedures, and expectations, helping students feel informed and better prepared for their academic responsibilities. These results support Li et al. (2022) and Patma et al. (2022), who emphasized that accurate and relevant information enhances user trust and overall satisfaction.

The highest mean is observed in "The information provided during the orientation was clear and easy to understand" (M = 4.40), suggesting that students strongly agreed that the orientation content was presented in a simple, organized, and easy-to-understand manner. This implies that clear presentation helped students better understand institutional rules and academic guidelines. This finding is consistent with Abdallah et al. (2024), who noted that high-quality and well-organized information strengthens learning readiness and promotes positive student engagement.

The lowest mean, "The information presented in the orientation helped me feel more prepared for school life" (M = 4.27), though still interpreted as High, suggests that some students may have wanted additional guidance or practical examples to fully prepare for college life. Despite this, students still recognized the information as helpful and relevant. This observation is supported by Huenul et al. (2020), who found that students often request more individualized help and practical training to translate orientation information into actionable readiness for academic tasks

The results reveal that the orientation program effectively delivered clear and relevant information that supported students' understanding of school policies and expectations. The high ratings indicate that the content helped students feel prepared and confident as they entered college. Although some students wanted additional practical guidance, this highlights opportunities to strengthen the program further. Overall, the findings affirm that the quality of information provided positively influenced students' perceptions and eased their transition into academic life.

Table 6 Descriptive Statistics on School Orientation Factors in terms of Interaction Among Stakeholders

Indicators	Mean	SD	Qualitative Interpretation
1. The orientation provided opportunities for students to interact with school staff and teachers.	4.25	0.626	High
2. The facilitators encouraged students to actively participate during the orientation.	4.31	0.662	High
3. The orientation allowed students to ask questions and receive clear responses.	4.33	0.900	High
4. The school leaders (e.g., president, dean) were actively involved in the orientation.	4.33	0.739	High
5. The interaction between students and faculty helped build a welcoming school environment.	4.34	0.742	High
Total	4.31	0.51	High

Legend: Range	Verbal Description	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High
3.51-4.50	Agree	High
2.51-3.50	Neutral	Moderate
1.51-2.50	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

The overall mean of 4.31 (SD = 0.51), interpreted as High, indicated that students agreed the orientation program effectively promoted communication and interaction among students, faculty, and school staff. This implies that the program fostered an atmosphere of openness, engagement, and support — key elements that help students feel welcome in a new academic environment. This aligns with Wong and Chapman (2022), who emphasized that meaningful stakeholder interaction fosters higher satisfaction and stronger institutional trust.

The highest mean was observed in "The interaction between students and faculty helped build a welcoming school environment" (M = 4.34), suggesting that students strongly agreed that the interaction between faculty and students contributed to a welcoming school environment. This implies that faculty involvement played a crucial role in easing students' transition and building their sense of belonging. This is supported by Nasir (2020), who found that active instructor-student engagement positively influences student confidence and participation.

The lowest mean, “The orientation provided opportunities for students to interact with school staff and teachers” (M = 4.25), though still rated High, implies that some students wanted more opportunities for direct interaction with school staff and teachers. This suggests that while communication was effective, additional engagement activities could further strengthen student-staff relationships. This observation is supported by Cataraja (2022), who noted that increased interaction opportunities enhance stakeholder connection and improve school climate.

The findings reveal that the orientation program successfully fostered meaningful interactions among students, faculty, and school staff, helping create a welcoming academic environment. The strong ratings indicate that these interactions enhanced students’ comfort, confidence, and sense of belonging as they entered college. Although some students desired more direct engagement with staff, this presents opportunities to enrich future programs. Altogether, the results confirm that stakeholder interaction played an important role in supporting students’ smooth transition into college life.

Table 7 Descriptive Statistics on Students’ Perception of the School Orientation in Terms of Clarity of Information

Indicators		Mean	SD	Qualitative Interpretation
1. I clearly understood the objectives of the school orientation.		4.35	0.657	Perceived
2. I received enough information about school policies and guidelines.		4.24	0.698	Perceived
3. The information presented during the orientation was relevant to my academic journey.		4.41	0.621	Perceived
4. The objectives of the orientation were well communicated.		4.29	0.743	Perceived
5. I understood how to access support services after attending the orientation		4.38	0.736	Perceived
Total		4.33	0.49	Perceived

Legend: Range	Verbal Description	Qualitative Interpretation
4.51-5.00	Strongly Agree	Highly Perceived
3.51-4.50	Agree	Perceived
2.51-3.50	Neutral	Moderately Perceived
1.51-2.50	Disagree	Less Perceived
1.00-1.50	Strongly Disagree	Not Perceived at all

The overall mean 4.33 (SD=0.49), interpreted as Perceived, indicates that students agreed the information presented during the orientation was clear, organized, and easy to understand. This implies that the program successfully communicated important policies, academic procedures, and support services in a way that students could easily follow and retain. These findings are supported by Zheng (2021), who emphasized that clarity in communication enhances student understanding and motivation, and by Alzahrani and Seth (2021), who noted that well-structured information builds confidence and engagement.

The lowest mean, "I received enough information about school policies and guidelines" (M=4.24), though still rated Perceived, implies that some students wanted more detailed explanations or concrete examples regarding school policies and guidelines. This suggests that providing more in-depth discussions could enhance students' comprehension and practical application of institutional rules. This need for deeper elaboration reflects findings by Huenul et al. (2020), who noted that students often seek additional contextualized information to support their educational transition.

The highest mean was recorded in “The information presented during the orientation was relevant to my academic journey” (M=4.41), suggesting that students found the content highly relevant to their academic journey and transition into college life. This implies that the orientation effectively addressed the information students deemed most essential, strengthening their appreciation of the program’s purpose and usefulness. This aligns with Liang (2023), who asserted that relevance and clarity in academic information increase student motivation and perception of preparedness.

The findings reveal that the orientation program effectively delivered clear and organized information that supported students’ understanding of school policies and academic procedures. Although some students wanted more detailed explanations of certain guidelines, this highlights opportunities to strengthen the depth and clarity of future orientations. Overall, the results confirm that the clarity and relevance of information played an important role in shaping students’ positive perceptions and easing their transition into college life.

Table 8 Descriptive Statistics on Students’ Perception of the School Orientation in Terms of Effectiveness of Delivery

Indicators		Mean	SD	Qualitative Interpretation
1. The speakers were knowledgeable and well-prepared.		4.38	0.708	Perceived
2. The orientation was delivered in a well- organized manner.		4.24	0.830	Perceived
3. The duration of the orientation was appropriate.		4.21	0.640	Perceived
4. The speakers were engaging and maintained audience interest.		4.17	0.726	Perceived
5. The language used was appropriate for all students to understand		4.30	0.718	Perceived
Total		4.26	0.50	Perceived

Legend: Range	Verbal Description	Qualitative Interpretation
4.51-5.00	Strongly Agree	Highly Perceived
3.51-4.50	Agree	Perceived

2.51-3.50	Neutral	Moderately Perceived
1.51-2.50	Disagree	Less Perceived
1.00-1.50	Strongly Disagree	Not Perceived at all

The overall mean was 4.26 (SD = 0.50). Interpreted as Perceived, indicates that students agreed the orientation program was effectively delivered, well-organized, and easy to understand. This implies that the facilitators successfully communicated key information, maintained student interest, and ensured that participants comprehended essential topics relevant to their academic transition. These findings align with Vebrina and Marwan (2020), who emphasized that professional and clear communication enhances learning satisfaction.

The highest mean was recorded for "The speakers were knowledgeable and well-prepared" (M=4.38), suggesting that students strongly recognized the facilitators' competence and preparedness. This implies that the facilitators' expertise contributed to a smooth, well-managed discussion and increased students' confidence in the accuracy and credibility of the information provided. This supports Twum and Peprah (2020), who highlighted that knowledgeable and responsive speakers significantly improve student engagement and trust.

The lowest mean, "The speakers were engaging and maintained audience interest" (M=4.17), though still interpreted as Perceived, implies that some students felt the delivery could have been more interactive or dynamic to sustain full engagement throughout the sessions. This suggests that incorporating more participatory or engaging strategies could further enhance attention and overall satisfaction. This observation is supported by Reichgelt and Smith (2024), who found that interactive delivery methods improved comprehension and student satisfaction.

The findings reveal that the orientation program was delivered effectively, well-organized, and easy to understand, helping students grasp key information about the academic transition. While most students recognized the facilitators' competence, some indicated that the sessions could have been more interactive, highlighting opportunities to enhance engagement in future programs. Overall, the results confirm that the delivery quality, clarity, and relevance of information contributed significantly to students' positive perceptions and successful adjustment to college life.

Table 9 Descriptive Statistics on Students' Perception of the School Orientation in Terms of Engagement Level

Indicators		Mean	SD	Qualitative Interpretation
1. The orientation encouraged student's participation and interaction.		4.34	0.670	Perceived
2. I felt engaged throughout the orientation session.		4.14	0.652	Perceived
3. The activities during the orientation were interesting and informative.		4.21	0.686	Perceived
4. I was able to connect with fellow students during the orientation.		4.23	0.694	Perceived
5. The session motivated me to actively participate in school activities.		4.18	0.845	Perceived
Total		4.22	0.52	Perceived
Legend: Range	Verbal Description	Qualitative Interpretation		
4.51-5.00	Strongly Agree	Highly Perceived		
3.51-4.50	Agree	Perceived		
2.51-3.50	Neutral	Moderately Perceived		
1.51-2.50	Disagree	Less Perceived		
1.00-1.50	Strongly Disagree	Not Perceived at all		

The overall mean for engagement is 4.22 (SD=0.52), interpreted as Perceived. This implies that students generally found the orientation program engaging and that it encouraged active participation, helping them feel more comfortable and connected to the school environment. The results support Abdullah et al. (2022), who emphasized the importance of enhancing student involvement, motivation, and comprehension.

The highest mean is recorded for "The orientation encouraged students' participation and interaction" (M=4.34), indicating that students strongly agreed the orientation motivated them to interact and actively participate. This implies that the program successfully promoted collaboration, teamwork, and communication among participants. This aligns with Alammary (2024), who highlighted that participatory and engaging activities foster stronger student involvement, motivation, and satisfaction.

The lowest mean is observed for "I felt engaged throughout the orientation session" (M=4.14), although it is

still interpreted as a perceived item. This implies that while students were generally engaged, maintaining full attention throughout the sessions could be improved by incorporating more interactive activities or varying presentation styles. This observation is consistent with Wan Mamat et al. (2021), who found that diversified and participatory approaches help sustain focus, comprehension, and overall engagement.

The findings reveal that the orientation program successfully engaged students and encouraged active participation, helping them feel more comfortable and connected to the school environment. Although some students suggested that sessions could include more interactive activities or varied presentation styles, this highlights opportunities to enhance engagement in future programs. Overall, the results confirm that participatory and well-designed orientation activities play a significant role in fostering student involvement, collaboration, and a positive transition into college life.

Table 10 Descriptive Statistics on Students' Satisfaction of the School Orientation in terms of Usefulness of Orientation

Indicators		Mean	SD	Qualitative Interpretation
1. The orientation helped me understand the rules and regulations of the school.		4.49	0.674	Satisfied
2. The orientation addressed my concerns as a student.		4.34	0.655	Satisfied
3. The information provided during the orientation was practical and useful.		4.45	0.716	Satisfied
4. The orientation made me feel more prepared for my academic journey.		4.40	0.696	Satisfied
5. The orientation provided the students useful contact information for further inquiries.		4.33	0.652	Satisfied
Total		4.40	0.53	Satisfied
Legend: Range	Verbal Description	Qualitative Interpretation		
4.51-5.00	Strongly Agree	Highly Satisfied		
3.51-4.50	Agree	Satisfied		
2.51-3.50	Neutral	Moderately Satisfied		
1.51-2.50	Disagree	Less Satisfied		
1.00-1.50	Strongly Disagree	Not Satisfied at all		

The overall mean for students' satisfaction with the usefulness of the school orientation is 4.40 (SD = 0.53), indicating Satisfied. This implies that students generally perceived the orientation program as beneficial and relevant, supporting their adjustment to college life. These results are supported by Hasan and Hosen (2020), who emphasized that student satisfaction increases when institutional programs deliver practical, relevant, and clearly communicated information.

The highest mean was recorded for "The orientation helped me understand the rules and regulations of the school" (M = 4.49), indicating that students were most satisfied with how the orientation clarified the school's policies and regulations. This implies that the program effectively communicated institutional rules, helping students understand their roles, responsibilities, and expected behavior within the school community. This is supported by Gao (2020), who highlighted that clear communication of rules and policies enhances student preparedness and trust.

The lowest mean is seen in "The orientation provided the students useful contact information for further inquiries" (M=4.33), although it is still interpreted as Satisfied. This implies that while students appreciated the overall usefulness of the orientation, providing clearer or more accessible contact details for further assistance could improve the program. This observation is consistent with Kholifah et al. (2022), who noted that accessible support and information sharing enhance student engagement, satisfaction, and confidence.

The findings reveal that the orientation program was useful and provided relevant information that supported students' adjustment to college life. While most students were satisfied with how the program clarified school policies and regulations, some noted opportunities to improve accessibility of contact information for additional support. The results confirm that practical, well-communicated, and accessible orientation programs play an important role in enhancing student satisfaction and ensuring a smoother transition into college life.

Table 11 Descriptive Statistics on Students' Satisfaction of the School Orientation in terms of Quality of Experience

Indicators		Mean	SD	Qualitative Interpretation
1. The orientation met my expectations.		3.99	0.718	Satisfied
2. The overall experience of the orientation was positive.		4.28	0.653	Satisfied
3. The facilitators were approachable and supportive.		4.26	0.691	Satisfied
4. The orientation program was well- structured.		4.26	0.705	Satisfied
5. The event schedule was well-planned and efficient.		4.21	0.715	Satisfied
Total		4.20	0.51	Satisfied
Legend: Range	Verbal Description	Qualitative Interpretation		
4.51-5.00	Strongly Agree	Highly Satisfied		
3.51-4.50	Agree	Satisfied		
2.51-3.50	Neutral	Moderately Satisfied		
1.51-2.50	Disagree	Less Satisfied		
1.00-1.50	Strongly Disagree	Not Satisfied at all		

The overall mean for students' satisfaction with the quality of their orientation experience is 4.20 (SD=0.51), indicating Satisfied. This implies that students generally perceived the orientation program as meaningful, well-organized, and supportive of their transition to college life. These findings are supported by Wong et al. (2022), who emphasized that a high-quality academic experience —

particularly engagement, interaction, and support — strongly influences student satisfaction.

The highest mean is recorded for "The overall experience of the orientation was positive" (M=4.28), indicating that students were satisfied with how the orientation was conducted. This implies that the students appreciated the program's organization, atmosphere, and

delivery, which contributed to their confidence and a positive perception of the school. This is supported by Bell (2021), who noted that clear communication, relevance, and a supportive environment enhance student satisfaction and institutional attachment.

The lowest mean is seen in "The orientation met my expectations" (M=3.99), although it is still interpreted as Satisfied. This implies that while students were generally pleased with the orientation, some had higher expectations or desired additional components, such as more interactive activities or more detailed sessions, to fully meet their expectations. This observation is consistent with Teeroovengadum et al. (2023), who found that the quality of

experience, including interactivity and comprehensive coverage, is a key factor influencing satisfaction and student commitment in higher education.

The findings reveal that the orientation program provided a positive and meaningful experience that supported students' transition to college life. While most students were satisfied with the program's organization and delivery, some expressed a desire for more interactive activities or more detailed sessions to fully meet their expectations. The results confirm that well-organized, engaging, and supportive orientation programs play a crucial role in fostering student satisfaction, confidence, and a sense of belonging within the institution.

Table 12 Descriptive Statistics on Students' Satisfaction of the School Orientation in terms of Willingness to Recommend

Indicators		Mean	SD	Qualitative Interpretation
1.	I highly recommend the school orientation to all new students.	4.44	0.608	Satisfied
2.	I believe the orientation is beneficial for incoming students	4.49	0.595	Satisfied
3.	The orientation made me feel welcome as a student.	4.35	0.716	Satisfied
4.	I would encourage my peers to attend the orientation	4.47	0.674	Satisfied
5.	I would share my positive orientation experience with future students.	4.34	0.655	Satisfied
Total		4.42	0.49	Satisfied
Legend:				
Range	Verbal Description	Qualitative Interpretation		
4.51-5.00	Strongly Agree	Highly Satisfied		
3.51-4.50	Agree	Satisfied		
2.51-3.50	Neutral	Moderately Satisfied		
1.51-2.50	Disagree	Less Satisfied		
1.00-1.50	Strongly Disagree	Not Satisfied at all		

The overall mean for students' willingness to recommend the school orientation program is 4.42 (SD=0.49), interpreted as Satisfied. This implies that students generally perceived the orientation program as worth recommending to incoming students, reflecting confidence in its quality, organization, and relevance. These results are supported by Romer et al. (2024), who emphasized that high-quality educational programs with strong institutional support positively influence students' satisfaction and advocacy intentions.

The highest mean was recorded for "I believe the orientation is beneficial for incoming students" (M=4.49), indicating that students were most satisfied with the orientation's usefulness and impact. This implies that students recognized the program's value in providing essential information, guidance, and support to help new students transition smoothly into college life. This aligns with Galindo-Illanes et al. (2021), who highlighted that perceived program value and practical benefits motivate students to promote the institution to others.

The lowest mean is seen in "I would share my positive orientation experience with future students" (M=4.34), although it is still interpreted as Satisfied. This implies that, while students were generally pleased with the orientation experience, some may prefer to share their recommendations privately rather than broadly, or expect further improvements to enhance the program's appeal. This observation is consistent with Todea et al. (2022), who noted that satisfaction and perceived service quality influence students' advocacy behaviors and willingness to recommend programs.

The findings reveal that students were satisfied with the orientation program and were willing to recommend it to incoming students. While most students strongly recognized the program's usefulness and impact, some expressed a preference for personal sharing or additional improvements to enhance the experience. The results confirm that well-organized, supportive, and impactful orientation programs play a significant role in fostering student satisfaction, confidence, and institutional advocacy.

Table 13 Relationship between School Orientation Factors and Students' Perception

	Perception Variable	(r)	p-value	Interpretation
School Orientation Factors	Overall Perception	0.656	0.000	Strong Positive Correlation

The findings reveal a strong positive and statistically significant relationship between the overall school orientation factors and students' overall perception (r=0.656, p=0.000). This means that as the overall quality of the orientation program improves, students' perceptions of it become more positive.

These results indicate that the combined effectiveness of all orientation components--such as the structure and organization of activities, the clarity and completeness of information provided, and meaningful interaction among facilitators, staff, and students--greatly influences how students evaluate their orientation experience. When the orientation is well-designed and smoothly delivered, students

tend to view the program as clearer, more helpful, and more engaging.

Furthermore, the strong correlation suggests that a comprehensive and carefully managed orientation supports students' adjustment to academic life, strengthens their

understanding of institutional policies, and enhances their sense of readiness and connection. This demonstrates that the overall quality of the orientation program plays a crucial role in forming students' positive perceptions during their initial transition into the institution.

Table 14 Relationship between School Orientation Factors and Students' Satisfaction

	Satisfaction Variable	(r)	p-value	Interpretation
School Orientation Factors	Overall Satisfaction	0.676	0.000	Strong Positive Correlation

The results reveal a strong positive and statistically significant relationship between the overall school orientation factors and student satisfaction ($r=0.676$, $p=0.000$). This indicates that when the entire orientation program is effectively organized, informative, and engaging, students tend to express higher levels of satisfaction with the experience.

This strong correlation suggests that student satisfaction increases when the orientation provides clear information, maintains a smooth organizational structure, and promotes meaningful interaction among facilitators, staff, and students. A well-executed orientation helps students feel better prepared, supported, and confident as they transition into their academic environment, contributing to a more satisfying experience overall.

Overall, the findings signify that student satisfaction is best achieved when the orientation program performs well across all its components. A comprehensive, well-designed orientation strengthens students' sense of readiness and connection to the institution, demonstrating that the overall quality of the orientation significantly influences students' satisfaction with their initial school experience.

V. CONCLUSIONS

Based on the findings, the school orientation program at a Private Higher Education Institution was highly effective in its overall implementation. The orientation was well-structured, provided high-quality and relevant information, and fostered meaningful interaction among students, faculty, and staff. These results reflect the institution's ability to organize and deliver an orientation that supports students' transition into college life.

Students perceived the orientation positively, expressing that the information shared was clear, the delivery was effective, and the activities were engaging. This suggests that the orientation successfully met its objectives of informing, guiding, and involving students in the academic community.

The high satisfaction ratings indicate that the orientation program was both beneficial and impactful. Students found the sessions useful, the overall experience satisfying, and the event worth recommending to incoming students. This demonstrates that the orientation not only fulfilled its informational purpose but also enhanced students' confidence and sense of belonging within the institution.

The correlation results confirmed a significant, positive relationship between school orientation factors and both students' perceptions and satisfaction. This implies that as the

program becomes more organized, informative, and interactive, students develop stronger positive perceptions and higher levels of satisfaction. Among all factors, Quality of Information and Interaction among Stakeholders exerted the greatest influence on students' perception, while Usefulness of Orientation had the strongest impact on satisfaction.

Overall, the study concludes that the effectiveness of the school orientation program depends largely on its organization, clarity, and inclusiveness. A well-structured and engaging orientation not only enhances understanding and satisfaction but also fosters lasting connections between students and the institution.

RECOMMENDATIONS

- The institution may review the duration and flow of orientation sessions. Ensuring that activities start and end on time and that each session is appropriately paced can prevent fatigue and information overload. Dividing topics into shorter, well-timed segments may also improve students' attention and comprehension. Strengthening the program's pacing directly supports students who rely on clear, organized sessions to adjust effectively to college life and assists program organizers and administrators in designing a more systematic, student-centered orientation experience, as emphasized in the study's significance.
- Institutions must incorporate varied presentation styles — such as demonstrations, audience participation, and real-life examples — to sustain interest and ensure deeper understanding. Training facilitators in interactive and student-centered presentation techniques is also encouraged. Enhancing delivery strategies benefits faculty, staff, and program organizers, who play essential roles in communicating policies and academic expectations and helps ensure that the program aligns with students' learning needs and engagement preferences identified in the study's significance.
- Stakeholders are encouraged to create more opportunities for personal connection between students, faculty, and administrative staff. Activities such as open forums, mentorship introductions, and small group discussions can enhance communication and foster a welcoming environment for new students. Increasing meaningful interactions benefits students, who feel more supported as they transition into college; strengthens collaboration among faculty and staff; and supports the objectives of the Student Affairs and Services (SAS) Office in promoting student well-being and engagement.

- The institution may provide accessible channels — such as printed handouts, online portals, or QR codes — that include essential contact information, department links, and student services. This ensures students can easily seek help or clarification after the orientation. Improving information accessibility directly benefits students by empowering them to access support services independently. It enables staff, faculty, and the SAS Office to respond more efficiently to student concerns, reinforcing the supportive environment highlighted in the study's significance.
- The orientation committee may continuously review and update content to align with institutional changes and student needs. Visual aids, multimedia materials, and simplified explanations should be used to ensure clarity and accuracy. Keeping information up to date supports program organizers and administrators in maintaining a relevant and effective program. It helps faculty align their guidance with current institutional policies, thereby strengthening the student-centered approach outlined in the study's significance.
- Since orientation effectiveness is closely tied to how students perceive and experience the program, a post-orientation evaluation may be conducted every year. Gathering feedback through surveys or focus group discussions will help identify emerging needs and allow organizers to refine program structure, content, and delivery for future cycles. Institutionalizing evaluation benefits administrators, program organizers, and the SAS Office by providing continuous, data-driven insights, helping students feel heard and valued, and providing relevant baseline information for future researchers studying student services and engagement.
- Strengthening coordination between academic departments, student services, and student organizations will make the orientation more holistic. Integrating academic guidance, campus culture, and social involvement into the sessions can further enhance satisfaction and foster a stronger sense of belonging among students. This recommendation supports students by exposing them to academic and social networks early on; assists faculty, staff, and the SAS Office in promoting alignment across departments; and helps administrators implement a more cohesive institutional strategy, consistent with the study's emphasis on developing a supportive, student-centered environment

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