

Adaptive strategic quality services for language academy business operations

Leadora A. Lawas*

Cebu Technological University-Main Campus, Cebu City, Cebu, Philippines

ABSTRACT

This study explored a business-oriented service teaching language academy as experienced by the 105 stakeholders who were purposively sampled in Cebu City, Philippines. The quantitative research method adopted with the weighted mean, standard deviation, and Pearson Correlation as the statistical treatment in the analyses of the data. Findings revealed a Satisfactory category for the services offered in the language academy and for all variables presented in the parameters of this study. These are the variables that influence functions or processes in the system of business operations management and the dynamic business capability in the language academy. The services offered in the language academy include the variables namely: virtual platforms, enrollment system, instructional delivery, pre-post student assessment, and regulatory payment services. The business process operations management involved the variables on planning, organizing, controlling, leading, technology integration, and flexibility. Likewise, the variables on the functions of the dynamic business capability included: resource adaptation, strategic agility, innovation and renewal, resource configuration. It is concluded that the Significant Positive Correlation of all the aforementioned variables in the ESL business operation services as experienced by the stakeholders are embedded in the business process operation management and also integrated in the dynamic business capability that resulted in the formulation of an adaptive strategic quality services for language academy business operations plan as output of the study for recommendation.

Keywords: Business administration, adaptive strategy, quality services, language academy, dynamic business capability, business process operations management.

Date Submitted: July 12, 2026

Date Accepted: July 17, 2026

Date Published: August 12, 2026

INTRODUCTION

English language education has become a significant component of global communication, particularly in Asian contexts where English functions as a medium for intercultural interaction, academic exchange, commerce, governance, law, and education. Bolton and Bautista (2004) emphasized that English serves as a crucial tool among non-native speakers, facilitating communication through various platforms such as print media, television, creative writing, and institutional settings. Within this global landscape, the Philippines has established itself as one of the world's leading English-speaking countries, with English

*Corresponding author

DOI: <http://doi.org/10.69651/PIJHSS05031454>

Recommended citation:

Lawas, L. A. (2026). Adaptive strategic quality services for language academy business operations. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 3173-3188.
<http://doi.org/10.69651/PIJHSS05031454>

recognized as one of its official languages and widely used as a primary medium of instruction and professional communication. According to Cabigon (British Council, 2015), the country's strong English proficiency has contributed significantly to economic development, particularly in sectors such as business process outsourcing, where the Philippines surpassed India as the leading voice outsourcing destination in 2012. This linguistic advantage has further strengthened the country's position as a preferred destination for international learners seeking affordable yet quality English as a Second Language (ESL) education.

The growing demand for ESL programs has resulted in the expansion of language academies that cater primarily to foreign learners, particularly students from South Korea and Japan. These institutions have become important providers of language training services, combining educational expertise with business operations to address the needs of international clients. The increasing number of foreign learners enrolling in Philippine ESL programs reflects the country's competitiveness in the global language education market. Data cited by The Korea Times showed a substantial increase in South Korean students acquiring Special Study Permits in the Philippines from 2004 to 2008, reaching more than 100,000 learners within the five-year period. This growth highlights the expanding role of Philippine ESL institutions in supporting international education mobility and promoting English language acquisition among non-native speakers.

Despite the increasing opportunities within the ESL industry, language academies continue to encounter operational challenges that may affect service delivery, sustainability, and competitiveness. These challenges include difficulties in pre-assessment and post-assessment services, virtual learning platforms, enrollment systems, instructional delivery, and payment processes affected by unstable internet connectivity. Language academies remain essential components of East Asian students' educational development, yet their ability to sustain quality services depends on effective management systems and adaptive operational strategies. The demand for online English instruction has also introduced concerns regarding teacher compensation, workforce development, technological readiness, and quality assurance. Although Filipino ESL teachers are recognized for their English proficiency, affordability, and learner-friendly approach, continuous improvement in teaching competencies, instructional strategies, and institutional support systems remains necessary to maintain competitiveness in the international education market.

In response to these emerging challenges, the concepts of business process operations management and dynamic capabilities provide important perspectives for strengthening ESL academy operations. Business process operations management emphasizes the systematic planning, organization, control, leadership, technology integration, and flexibility required to improve operational efficiency and ensure effective service delivery. Within ESL institutions, these principles are essential in designing responsive curricula, allocating human and technological resources, managing instructional processes, and maintaining consistent educational quality. Likewise, dynamic capability theory highlights the importance of an institution's ability to adapt, innovate, and reorganize resources in response to changing market conditions, technological developments, and evolving learner expectations. These perspectives provide a foundation for understanding how ESL academies can develop resilience and sustain quality services within an increasingly competitive global education environment.

The researcher's twelve years of professional experience in ESL institutions further informed the need to examine adaptive strategic quality services for language academy business operations. ESL academies operate through blended learning models that integrate online and face-to-face instruction, requiring continuous adaptation in instructional delivery, technological application, and operational management. As these institutions function not only as educational providers but also as service-oriented businesses, effective management

strategies are necessary to ensure quality learning experiences, institutional sustainability, and responsiveness to international learners' needs.

This study is anchored on relevant legal frameworks and theoretical perspectives that support the development and improvement of ESL academy operations. Republic Act No. 5455 provides a regulatory foundation for foreign investments and business organizations in the Philippines by ensuring that foreign participation contributes to balanced national economic development. The law establishes provisions concerning foreign investments, business ownership, taxation, registration, and compliance with government regulations. Through these mechanisms, RA 5455 promotes responsible foreign investment practices that contribute to economic growth while maintaining national interests. Its relevance to ESL academies lies in the recognition that many language institutions serve international learners and operate within a global education market requiring compliance with Philippine business regulations.

Similarly, Republic Act No. 7796, which established the Technical Education and Skills Development Authority (TESDA), emphasizes the provision of accessible, relevant, and quality technical education and skills development programs responsive to national and international workforce demands. TESDA promotes competency-based training through systems such as Dual Training, which integrates classroom instruction and workplace application. This framework highlights the importance of qualified instructors who possess both technical expertise and pedagogical competence. According to the TESDA Technical Working Group (2011), trainers in technical and vocational education must align teaching methodologies with workplace standards through appropriate training regulations and professional development. This principle supports the need for ESL institutions to maintain qualified educators capable of delivering effective language instruction aligned with international expectations.

The study is further supported by Business Process Operation Management Theory, as discussed by Del Giudice et al. (2018), which focuses on improving organizational efficiency through effective management of processes, resources, and operational activities. The theory emphasizes the importance of transforming available resources into quality products or services while minimizing waste and maximizing customer satisfaction. In ESL institutions, business process operations management involves strategic planning, organizing, controlling, leading, technology integration, and flexibility. Planning enables institutions to establish objectives, allocate resources, design appropriate curricula, anticipate challenges, and develop strategies responsive to student needs. Organizing ensures the effective distribution of responsibilities among administrators, teachers, and support personnel while promoting coordination and collaboration. Controlling allows institutions to monitor instructional quality, evaluate performance, ensure regulatory compliance, and implement improvements based on feedback. Leading emphasizes the importance of effective leadership in motivating personnel, encouraging innovation, and maintaining a shared institutional vision. Technology integration supports digital learning environments through online platforms, multimedia resources, and interactive tools, while flexibility enables institutions to adjust instructional approaches, staffing arrangements, and operational systems according to changing circumstances. Complementing Business Process Operation Management Theory, Dynamic Capability Theory by Teece et al. (2022) explains how organizations achieve sustainability by adapting, integrating, and reconfiguring resources in response to environmental changes. The theory suggests that organizations succeed in competitive environments by developing the ability to recognize opportunities, respond to challenges, and transform internal capabilities. Within ESL academies, dynamic capabilities are demonstrated through resource adaptation, strategic agility, innovation and renewal, resource reconfiguration, and quality assurance

application. Resource adaptation allows institutions to modify teaching strategies, curricula, technologies, and support services according to changing learner demographics and educational demands. Strategic agility enables academies to respond quickly to technological developments, competitive pressures, and changing market conditions. Innovation and renewal encourage institutions to develop new instructional approaches, incorporate emerging technologies, and improve learning experiences through continuous improvement. Resource reconfiguration involves restructuring existing resources, including faculty expertise, digital systems, and learning materials, to enhance institutional effectiveness. Quality assurance application ensures that educational processes, services, and outcomes meet established standards through continuous evaluation, stakeholder feedback, accreditation, and improvement initiatives.

The application of these theoretical perspectives is evident in the operations of AHGS English Academy, Inc., an institution established to provide English language training services to international learners from Japan and other countries. The academy delivers language programs through blended learning approaches that integrate online and face-to-face instruction supported by multimedia technologies. As a business service-oriented educational institution, AHGS English Academy provides global clients with opportunities to develop English communication skills through structured instructional modules and technologically supported learning experiences. The institution reflects the integration of educational quality, business operations, and international service delivery by combining Filipino educators' language expertise with innovative learning platforms.

To assess quality services within ESL business operations, the institution considers various operational parameters, including staff proficiency assessment, curriculum and materials, classroom environment, assessment and feedback, student support services, technology integration, quality assurance measures, industry partnerships, student outcomes, and overall success. These dimensions provide a comprehensive basis for evaluating institutional effectiveness and developing strategies that strengthen ESL academy operations. Continuous improvement in these areas is necessary to ensure that language institutions remain responsive to international educational demands and maintain competitive advantage.

Furthermore, Communicative Language Teaching (CLT) provides an important pedagogical foundation for ESL instruction by emphasizing meaningful communication and the development of communicative competence. Wu (2011) explained that CLT focuses on achieving communicative competence as the central goal of language learning, while Xia (2014) highlighted its foundation in communicative and functional approaches to language teaching. Influenced by developments in audio-lingual and situational language teaching approaches, as well as Chomsky's linguistic theories, CLT views language as a tool for social interaction rather than merely a system of grammatical structures. Fraser (2000) emphasized that communicative competence involves not only producing grammatically correct sentences but also understanding when, where, and how language should be used. Richards and Rodgers (2014) further explained that communication involves diverse functions and purposes, making interaction central to effective language learning.

Within ESL classrooms, CLT encourages learners to actively use English through meaningful activities, authentic communication, and collaborative learning experiences. Activities such as student-centered discussions, real-life scenarios, collaborative tasks, and integrated language skills development provide opportunities for learners to practice communication in relevant contexts. Monroe (2021) emphasized that effective CLT classrooms encourage students to engage in meaningful interaction while allowing teachers to provide appropriate feedback. Real-life activities enable learners to apply language skills in practical situations, while group-based activities promote participation, confidence, and fluency (University of Louisiana Monroe, 2021). The integration of reading, writing, listening, and

speaking skills further enhances language development by allowing learners to apply multiple competencies in authentic communication contexts (Cambridge, Hyland, 2019).

Interaction remains a central component of CLT, as it reflects the social nature of language learning. Otajonova (2022) identified interpersonal and intrapersonal interaction as important dimensions of communication, while Eisenring (2011), as cited by Moh. Abraham Akbar Eisenring, discussed classroom interaction patterns involving varying levels of teacher control over topics and activities. These interaction patterns influence how learners participate, communicate, and develop confidence in using the target language. Through effective implementation of communicative strategies, ESL institutions can create learning environments that support active participation, meaningful communication, and improved language proficiency.

Given the increasing demands placed on ESL academies, there is a need to develop adaptive strategic quality service models that integrate effective business operations, dynamic capabilities, and communicative language teaching principles. While existing literature provides substantial discussion on language instruction and organizational management separately, limited attention has been given to how these perspectives can be integrated to strengthen ESL academy business operations. This gap highlights the importance of examining adaptive strategies that enhance operational efficiency, instructional quality, technological responsiveness, and institutional sustainability. Therefore, this study aims to explore adaptive strategic quality services for ESL academy business operations and develop a comprehensive operational plan that may guide language institutions in achieving quality service delivery and long-term competitiveness.

Statement of the problem

This research explored a business-oriented service teaching language academy as experienced by its stakeholders at AHGS English Academy Inc. in Cebu City, Philippines, during the second quarter of the fiscal year 2025 as the basis for an adaptive strategic quality service for language academy business operations plan.

Specifically, this research sought to answer the following research questions:

1. What background information is experienced by the stakeholders from the business operation services offered by AHGS English Academy Inc. in terms of virtual platform, enrollment system, instructional delivery, pre and post students' assessments, and regulatory payment services?
2. As perceived by the stakeholders, what is the extent of their assessment about the services of the ESL business process operations management in terms of planning, organizing, controlling, leading, technology integration, and flexibility?
3. What is the level of the dynamic business capability of the language academy in terms of resource adaptation, strategic agility, innovation and renewal, resource reconfiguration, and application for quality assurance?
4. Are there significant correlations between the business operation services information as experienced by the stakeholders at the ESL academy and the extent of the stakeholders' assessment about the business process operations management and the level of the dynamic business capability at the ESL academy?
5. Based on the findings of the study, what adaptive strategic quality services for language academy business operations plan can be crafted?

METHODOLOGY

This research utilized the quantitative method that resulted in the assessment of an adaptive strategic quality services for language academy business operations plan. This study enhances the quality of English as a Second Language services by strategically adapting to the changing needs of the stakeholders. The quantitative method gains a comprehensive understanding of the English as a Second Language quality services in business operations, wherein the observed changes over time capture the adaptive processes and examine specific ESL service providers to understand their adaptive strategies.

The flow of the study describes the inputs of the research as follows: business operation services offered by the stakeholders of the AHGS ESL Academy, such as virtual platform, enrollment system, instructional delivery, pre-post assessments, and regulatory payment services, and the comprehensive assessment parameters of the quality services for ESL business operations. The process involves the analysis of the data using statistical treatments, and the output is the strategic quality services of the language academy business operations plan.

The study was conducted at AHGS English as a Second Language (ESL) Academy in Cebu City, Philippines. It is a business service-oriented teaching company that provides quality training programs to teach non-native speakers of English. The school facilitates interested students from Japan and other countries to study in Cebu, and it provides actionable insights and recommendations that can be adopted by language academies to optimize their business operations and educational practices, having English language modules for a blended learning educational model. Its goal is tailored to meet the specific needs of different language academies, ensuring they remain competitive and effective in a dynamic educational landscape, in order to provide complete customer satisfaction as well as an easy and practical method of learning English. They believe that providing quality education through efficient and effective teaching methods, programs, and tools are ways to satisfy customers for business operations.

The research instrument was adapted from the Canadian College of Business, Science and Technology, in the form of a customized survey questionnaire for the dimensions in the assessment of the quality services for language academy business operations. The instrument has three parts. The first reflects the background information of the services offered by the stakeholders of the AHGS English Academy Inc. in its business operation, namely virtual platform, enrollment system, instructional delivery, pre-post assessments, and regulatory payments classified into online and walk-in payment services. The second part is the business process operation management, as to the following variables: planning, organizing, controlling, leading, technology integration, and flexibility. The third part is the dynamic capability of business sustainability, which includes resource adaptation, strategic agility, innovation and renewal, resource reconfiguration, and application for quality assurance.

The respondents of this research were stakeholders who were the administrator, staff, teachers, and students, and they were purposively sampled.

The following procedures were followed in the gathering of data. First, the researcher sent a transmittal letter requesting permission to administer the survey questionnaires to the stakeholders. Second, once approved, the questionnaires were administered and collated for the data analysis using the research statistical treatments. Third, data interpretations and implications followed. Lastly, the textual presentation of the results and discussions was done comprehensively.

The following statistical treatments were used in this research. First, simple percentage was used in the computation of the distribution of respondents. Second, the weighted mean was used for Problem No. 1 of the statements, which is the background information as experienced by the stakeholders on services offered by AHGS English Academy Inc. in their business

operation. Second, the weighted mean and standard deviation were used for Problem No. 2, which is about the services of the language academy's business process operations management. Lastly, Problem No. 3 employed the Pearson correlation, which is about the level of the dynamic business capability of the language academy.

The scoring procedure was designed to result in a clear interpretation and to quantify the degree of the stakeholders' responses and perception of the non-dimensional scale. The following are expressed according to their verbal descriptions and interpretations of the language academy business operations. The categories were rated as EXCELLENT, SATISFACTORY, LESS SATISFACTORY, and NEEDS IMPROVEMENT. The verbal descriptions, as interpreted, are as follows: EXCELLENT with 100% practiced or put into business operations, SATISFACTORY with 75% practiced or put into business operations, LESS SATISFACTORY with 50% practiced or put into business operations, and NEEDS IMPROVEMENT with 25% practiced or put into business operations. Specifically, a weight of 4 corresponds to the scale Excellent, with a mean range of 3.26 – 4.00, referring to the stakeholders' perception when all or 100% of the Language Institution dimension indicators are practiced or put into business operation. A weight of 3 corresponds to the scale Satisfactory, with a mean range of 2.51 – 3.25, referring to the stakeholders' perception when 75% of the Language Institution dimension indicators are practiced or put into business operation. A weight of 2 corresponds to the scale Less Satisfactory, with a mean range of 1.76 – 2.50, referring to the stakeholders' perception when 50% of the Language dimension indicators are practiced or put into business operation. A weight of 1 corresponds to the scale Needs Improvement, with a mean range of 1.00 – 1.75, referring to the stakeholders' perception when only 25% of the Language Institution dimension indicators are practiced or put into business operation.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered from the stakeholders of AGHS ESL Academy Incorporated regarding the academy's business operation services and its business process operations management, as well as the dynamic business capability of the language academy. The study employed a descriptive-correlational research design, with data collected from stakeholder-respondents through a structured survey instrument utilizing weighted means and standard deviations to describe the business operation services, the extent of business process operations management, and the level of dynamic business capability, and Pearson correlation analysis to examine the relationships among these variable sets, with statistical significance evaluated using p-values reported alongside each correlation coefficient. The discussion that follows is grounded strictly in the data gathered through this instrument and is interpreted in direct relation to the objectives of the study, which sought to describe the background information derived from the business operation services experienced by the stakeholders, determine the extent of the stakeholders' perception of the ESL business process operations management, determine the level of the dynamic business capability of the language academy, and examine the correlations among these variables.

Business operation services at AGHS ESL academy

With respect to the virtual platform, encompassing stakeholder engagement with Skype, Zoom, Google Meet, and Voov, the findings revealed a Satisfactory category with a weighted mean of 2.755 and a standard deviation of .3870, indicating that the stakeholders

perceived their daily business activities utilizing these virtual platforms to be well practiced and effectively put into business operation, with the platforms perceived as user-friendly, user-centered, and holistic in that they are designed for all touchpoints throughout experiences across networks of users and interactions, and with the instructions experienced as logical because the process follows a sequence. This finding is consistent with Manlio Del Giudice et al. (2018), who emphasized that operation management entails ensuring that business operations utilizing virtual platforms perform efficiently and deliver on consumers' requests for logical instructions, a process that requires technology integration to enhance language instruction through novel tools and resources.

With respect to the enrollment system, the stakeholders' perception fell within the Less Satisfactory category, with a weighted mean of 2.395 and a standard deviation of .4715. This result implies that among the five indicators, the stakeholders perceived that the enrollment system needs improvement, and further experienced the enrollment process as stressful and inconvenient rather than convenient. As emphasized within the framework of Dynamic Capability theory, the enrollment system variable within business operations must be given focused attention, as it directly ensures the sustainability, financial viability, and profitability of a language academy (David J. Teece et al., 2022).

With respect to instructional delivery, encompassing online, face-to-face, and blended learning methods, the results yielded a Satisfactory category with a weighted mean of 2.882 and a standard deviation of .5427, indicating that the business operation's instructional strategies were conducive to student learning experiences, suited to student needs particularly with regard to grade-level testing, and effective in enhancing communication skills and improving students' ESL understanding within their cultural context. This finding supports the business process theory, particularly in relation to the ESL academy's application of curriculum design to match language competency objectives, student requirements, and educational benchmarks, as well as the establishment of course sequencing and content incorporation that fosters understanding of ESL students' cultural context (Manlio del Giudice et al., 2018).

With respect to pre and post students' assessments, the results yielded a Satisfactory category with a weighted mean of 3.191 and a standard deviation of .5387, indicating that pre-post assessments are perceived as very necessary for stakeholders' progress, that assessments focus appropriately on reading, writing, speaking, listening, comprehension, and other relevant skills, and that ESL teachers meet stakeholders' needs and preferences through explanation and discussion. This implies that stakeholders actively monitor student advancement through evaluations, comments, and performance measurements, consistent with the business process management theory articulated by Manlio del Giudice et al. (2018), wherein regular assessment of students provides constructive feedback that enriches and enhances their performance.

With respect to regulatory payment services, encompassing credit card, money transfer, and e-wallet options, the results yielded a Satisfactory category with a weighted mean of 2.527 and a standard deviation of .3932, indicating that stakeholders found the modes of online and walk-in payment very convenient, with coordination occurring between Korean and Japanese managers and Filipino Human Resource staff regarding stakeholder payments. This finding aligns with the dynamic capability theory of David J. Teece et al. (2022), which explains that an organization's ability to adapt, learn, and reconfigure resources and capabilities in response to a changing environment denotes an adaptive strategy that calls for resilience and continuity in business operations.

The summary of the background information derived from the business operation services yielded an overall Satisfactory category with a weighted mean of 2.758 and a standard deviation of 0.467, with the enrollment system standing out as the sole indicator falling within the Less Satisfactory category, at a weighted mean of 2.395 and a standard deviation of .4715, while all other indicators yielded Satisfactory categories. The positive correlation of the

enrollment system with the variables of business process operation management, including planning, organizing, controlling, leading, and flexibility, implies that the enrollment system is vital in ensuring the sustainability, financial viability, and profitability of the language academy's dynamic business capability, positioning the ESL academy's business operations as compatible with market innovations as explained by the theories underpinning the study.

Extent of stakeholders' perception of ESL business process operations management

Turning to the extent of the ESL business process operations management, which plays a key role in sustainability, financial viability, and profitability as enacted by Republic Act 5455 and Republic Act 7796, the planning indicator yielded a Satisfactory category with a weighted mean of 2.550 and a standard deviation of .5947, with two of the five indicators falling within the Less Satisfactory rating and the remaining indicators achieving Satisfactory ratings. This implies that the language academy's strategic plans must more thoroughly spell out detailed steps specifying time frames and resources needed to achieve goals, consistent with the Business Process Management Theory of Manlio del Giudice et al. (2018), which holds that planning is a crucial aspect entailing the prediction of future requirements, the establishment of goals, and the determination of the most effective strategy to accomplish the language academy's vision, mission, and goals.

The organizing indicator yielded a Satisfactory category with a weighted mean of 2.650 and a standard deviation of .6930, implying that all indicators for organizing are practiced, though this area requires upgrading as mandated under Republic Act 7796, which creates a framework for technical education and skills and provides for standardized language training workflows, customer interaction, and documentation. This denotes that efficient organization involves clearly defining roles, responsibilities, and processes, and that organizing establishes the formal framework of the organization.

The controlling indicator yielded a Satisfactory category with a weighted mean of 2.645 and a standard deviation of .6708, implying that all indicators require enhanced performance standards and benchmarks across various aspects of the business operations, with the mechanisms for monitoring actual performance against these standards in need of further enrichment. This is consistent with David J. Teece et al. (2022), who explained that within ESL business process operations, quality control involves closely monitoring various aspects of language training, customer interactions, and documentation, and that regular monitoring helps track performance and identify areas for improvement.

The leading indicator yielded a Satisfactory category overall, with a weighted mean of 2.673 and a standard deviation of .8128, although one of the five indicators fell within the Less Satisfactory category, at a weighted mean of 2.432 and a standard deviation of .8183. This implies that strategies to ensure alignment between leadership vision and day-to-day execution require strengthening, consistent with David J. Teece et al. (2022), whose Dynamic Capability Theory identifies effective leadership within teams, operational excellence, and the inspiration and motivation of stakeholders as best-practice indicators of leading.

The technology integration indicator yielded a Satisfactory category with a weighted mean of 2.582 and a standard deviation of .6581, although one indicator fell within the Less Satisfactory category, at a weighted mean of 2.477 and a standard deviation of .8488, corresponding to the integration of translation tools for converting content between languages, which the results indicate is a challenging task for the academy. This finding is consistent with Republic Act 7796, which provides for a highly technical and vocational education delivery

system requiring dual-system training that alternates between the classroom and practical application settings.

The flexibility indicator yielded a Less Satisfactory category with a weighted mean of 2.455 and a standard deviation of .6166, with three of the five indicators falling within the Less Satisfactory category, specifically those pertaining to adaptation mechanisms for unforeseen circumstances and external forces, which were found not to be in place, and to the demonstrated agility in responding to changes in supply, demand, or market conditions, both of which the findings suggest should be emphasized in business process operations management. Nonetheless, two indicators, pertaining to the role of culture in flexibility's contribution to the ESL academy's overall success and to the enhancement of flexibility through adjustment of operational structure based on changing needs, were found to be practiced. As cited in the business process management theory of Manlio del Giudice et al. (2018), flexibility is crucial in devising operational and production strategies that enable the organization to effectively and efficiently address deviations from standard business process operations management.

The summary of the extent of stakeholders' perception of the ESL business process operations management yielded an overall Satisfactory category with a weighted mean of 2.592 and a standard deviation of 0.674. Given that the highest attainable category is Excellent, the overall Satisfactory result implies a need to upgrade, enhance, and enrich the ESL business operations, a need that the practices experienced by stakeholders, together with the variables presented within the anchored theories and legal basis of the study, call for through adaptive strategic quality services.

Level of the dynamic business capability of the language academy

With regard to resource adaptation, the results yielded a Satisfactory category with a weighted mean of 2.859 and a standard deviation of .5584, with all five indicators achieving Satisfactory categories, implying that resource adaptation within the language academy reflects resilience aligned with evolving market conditions, technological advancement, and curriculum needs, consistent with the dynamic capability theory of David J. Teece et al. (2022).

With regard to strategic agility, the results yielded a Satisfactory category with a weighted mean of 2.918 and a standard deviation of .5323, with all five indicators achieving Satisfactory categories, implying that the ESL business continuously adjusts its strategies, resource allocation, and operational practices to enhance stakeholders' learning experiences, that its dynamic capabilities enable it to swiftly respond to market shifts, disruptions, and emerging opportunities, and that it embraces strategic agility in achieving sustainable outcomes, practices embedded within David J. Teece's dynamic capability theory.

With regard to innovation and renewal, the results yielded a Satisfactory category with a weighted mean of 2.900 and a standard deviation of .5430, and, similar to strategic agility, this variable was found to have significant correlation with other variables, implying that innovation contributes to sustainable business practices and that the ESL business continuously renews and adapts its strategies, processes, and offerings to maintain a competitive edge in the language education market, with the relationship between innovation, resource configuration, and long-term sustainability reflecting the practices articulated by David J. Teece et al. (2022).

With regard to resource reconfiguration, the results yielded a Satisfactory category with a weighted mean of 2.841 and a standard deviation of .4891, with practices including strategic routines and competencies that involve continuous learning, knowledge sharing, and agility in response to changing markets. This variable likewise yielded significant correlation with other variables and expressed content similar to that of the strategic agility and innovation and renewal variables, consistent with the dynamic capabilities theory.

With regard to application for quality assurance, the results yielded a Satisfactory category with a weighted mean of 2.855 and a standard deviation of .5218, implying significant correlation with the aforementioned variables due to similar underlying content, reflecting the combined concepts of strategic agility, innovation and renewal, and resource reconfiguration that constitute the dynamic business capability of the language academy as integrated within dynamic business capability theory.

The summary of the level of the dynamic business capability of the language academy yielded an overall Satisfactory category with a weighted mean of 2.875 and a standard deviation of 0.529, implying that the proactive and reactive activities reflected across the five variables, namely resource adaptation, strategic agility, innovation and renewal, resource reconfiguration, and application for quality assurance, ensure desired quality standards in curriculum design, resource adaptation, technology integration, assessment and evaluation, professional development, and feedback mechanisms, consistent with David J. Teece et al. (2022), and that these combined concepts serve the achievement of adaptive strategic quality services within the language academy's business operations plan.

Correlation among business operation services, business process operations management, and dynamic business capability

The correlational analysis revealed a significant positive correlation between the enrollment system and planning, $r = 0.391$, $p = 0.009$, as well as between the enrollment system and organizing, $r = 0.320$, $p = 0.034$, between the enrollment system and controlling, $r = 0.351$, $p = 0.009$, and between the enrollment system and flexibility, $r = 0.359$, $p = 0.017$, all interpreted as Positive Correlation, while the enrollment system's correlation with leading, $r = 0.407$, $p = 0.006$, was interpreted as Positive Moderate Correlation. Since these p-values fall below the 0.05 alpha level, these correlations are statistically significant, implying that the enrollment system, as a business operation service, is closely tied to the core functions of business process operations management and is believed to be very important to the language academy's overall operational effectiveness. The instructional delivery variable was likewise found to correlate significantly with the resource adaptation variable of dynamic business capability, $r = 0.303$, $p = 0.046$, a Positive Correlation indicating that improvements in instructional delivery are associated with the academy's capacity to adapt its resources to changing conditions. In contrast, the virtual platform, pre-post students' assessments, and regulatory payment services yielded results of no significant correlation with the examined variables of business process operations management and dynamic business capability, implying that while virtual platforms and pre-post student assessments remain vital to the delivery of instruction, and regulatory payment services remain vital to ensuring sustainability and financial profitability, these particular services did not demonstrate statistically significant linear association with the process management or capability variables measured in this study. Similarly, the technology integration variable of business process operations management yielded no significant correlation, a result attributable to its embeddedness within instructional delivery, where language learning is designed through language applications, interactive multimedia, and online resources reflecting stakeholder preferences and cultural context. Moreover, the absence of significant correlation involving strategic agility, innovation and renewal, resource reconfiguration, and application for quality assurance as dynamic business capability variables implies that these areas remain important concerns within the field of language academy operations that warrant continued attention. According to David J. Teece, proponent of the Dynamic Capability Theory, novel ideas concerning curriculum updates,

pedagogical approaches, and professional development must meet desired quality standards to provide value to students or improve institutional efficiency, serving as the basis for a resilient and continuous language business operation plan.

Synthesis

Taken together, the findings of this chapter demonstrate that the business operation services experienced by the stakeholders at AGHS ESL Academy Incorporated achieved an overall Satisfactory category, with a weighted mean of 2.758 and a standard deviation of 0.467, with the enrollment system standing as the sole Less Satisfactory area at a weighted mean of 2.395, directly addressing the study's objective of describing the background information derived from the academy's business operation services. The extent of the stakeholders' perception of the ESL business process operations management likewise yielded an overall Satisfactory category, with a weighted mean of 2.592 and a standard deviation of 0.674, with flexibility emerging as the sole Less Satisfactory variable at a weighted mean of 2.455, fulfilling the objective concerning the extent of business process operations management, while the level of the dynamic business capability of the language academy yielded an overall Satisfactory category, with a weighted mean of 2.875 and a standard deviation of 0.529, addressing the objective concerning the academy's dynamic business capability. The correlational findings, revealing significant positive relationships between the enrollment system and planning, $r = 0.391$, $p = 0.009$, organizing, $r = 0.320$, $p = 0.034$, controlling, $r = 0.351$, $p = 0.009$, flexibility, $r = 0.359$, $p = 0.017$, and leading, $r = 0.407$, $p = 0.006$, as well as between instructional delivery and resource adaptation, $r = 0.303$, $p = 0.046$, alongside the non-significant correlations involving the virtual platform, pre-post students' assessments, regulatory payment services, technology integration, strategic agility, innovation and renewal, resource reconfiguration, and application for quality assurance, directly fulfill the objective of examining the correlations among these variable sets. Collectively, these findings demonstrate that although the ESL academy's business operation services, business process operations management, and dynamic business capability all reflect Satisfactory performance, none reach the Excellent category, and specific areas, namely the enrollment system and flexibility, require targeted enhancement, underscoring that the enrollment system in particular functions as a critical linkage point across planning, organizing, controlling, leading, and flexibility. These results contribute to the field by empirically situating the enrollment system and instructional delivery as pivotal operational levers within the dynamic capability framework of a language academy, offering a data-driven basis for adaptive strategic quality service improvements. These findings collectively lay the groundwork for the recommendations to be presented in the succeeding chapter, which will build upon the Satisfactory yet improvable levels observed and the significant correlations established here to propose measures for strengthening the enrollment system, flexibility, and other underperforming areas within the language academy's business operations.

CONCLUSION

The findings of this study, derived from the analysis of business operations services, business process operations management, and the level of dynamic business capability within the language academy, collectively demonstrate the extent to which adaptive strategic quality services can be integrated into a coherent business operations plan. With respect to the background information obtained from business operations services, the overall assessment yielded a Satisfactory category, reflected in a weighted mean of 2.758 and a standard deviation of 0.467 across the variables of Virtual Platforms, Instructional Delivery, Pre and Post Students

Assessment, and Regulatory Payment Services. The Enrollment System, however, was rated Less Satisfactory, suggesting that this particular area requires more deliberate attention relative to the other operational components. In terms of business process operations management, the data likewise indicated a Satisfactory category, with a weighted mean of 2.592 and a standard deviation of 0.674. Within this dimension, Planning, Organizing, Controlling, and Flexibility were found to be positively correlated with the Enrollment System variable under business operations services, while Leading exhibited a positive moderate correlation. Technology Integration was also found to yield a significant correlation, reinforcing the relevance of process-based management practices to the overall functioning of the academy. With regard to the level of dynamic business capability, results again fell within the Satisfactory category, evidenced by a weighted mean of 2.875 and a standard deviation of 0.529. Notably, only Resource Adaptation demonstrated a positive correlation, specifically with the Instructional Delivery variable of business operations services, whereas Strategic Agility, Innovation and Renewal, Resource Reconfiguration, and Application and Quality Assurance did not yield significant correlations. These findings resonate with the Dynamic Capability Theory advanced by David J. Teece, which holds that innovations in curriculum updates, pedagogical approaches, and professional development must satisfy established quality standards in order to generate value for students and enhance institutional efficiency, thereby forming the basis for a resilient and continuously adaptive language academy business operations plan.

Taken together, these results support the conclusion that the variables examined within the ESL business operations services, as experienced by the stakeholders, are significantly and positively correlated with one another. These variables are embedded within business process operations management and are further integrated into the level of dynamic business capability, jointly producing outcomes that inform adaptive strategic quality services for the language academy's business operations. This outcome affirms the value of grounding institutional practice in both business process operations management theory and dynamic capability theory, as these theoretical foundations underscore the necessity of standardized processes in enhancing operational and production efficiency, while also strengthening sustainability, financial viability, and profitability, all of which are ultimately shaped by the academy's dynamic capability.

In light of these findings, it is recommended that the language academy adopt the "Adaptive Strategic Quality Services for Language Academy Business Operations Plan" developed through this study. This plan, detailed in the succeeding chapter, addresses the areas of concern identified in the findings and articulates corresponding objectives, implementation schemes, responsible persons, time frames, and budgetary requirements, thereby offering a structured and actionable framework through which the academy may address existing gaps, particularly in enrollment systems and dynamic capability areas such as strategic agility and resource reconfiguration, while sustaining the strengths already evident in its instructional delivery, process management, and overall operational practices.

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