

# Student Satisfaction on Selected Institutional-Based Services

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**Abstract** – *Competition makes the recipients of services and products happy and satisfied. Their set of standards and requirements are met which on the other hand will ensure commitment in patronizing institution's services or products. Public and private higher academic institutions of any kind need to become aggressive, innovative, critical and creative in responding to fast-changing world of needs and demands of the 21<sup>st</sup> century stakeholders. Constant survey on who, where, when, why and how can sustain one's existence in industry. Findings revealed that most of the recipients of services were senior college students due to their age range, singles, females from Bachelor of Science in Information and Technology course (BSIT) considering that this program has the highest number of enrollees and are studying in the institution for 4 years. They are of utmost satisfaction on the institution's: safety, motivation, teaching, services and policies; services from cashier, guidance, library and registrar, and so with; service providers' courteousness, helpfulness and proper attire. It then implies that such institution can serve as a model to its own clientele for being able to meet the criteria standards they had established and may attract more individuals to patronize them*

**Keywords** – *Institution, Services, Student Satisfaction*

## INTRODUCTION

Clientele of institutions come in many types. They may be known as the customers or end users. In school they are often called as the learners (pupils/students), parents, visitors, peers, sponsors, school heads, immediate supervisors and among others. Maintaining such clientele is a big deal in most if not all of the institutions, organizations and firms. Schools are not exempted, they too need to sustain the number of their students to attract higher number of enrollees and stay competitive in academic-business industry. In doing so, the services that they provide should be at par better over the other competitors because clientele have the power to assess and evaluate the level of service provided by an

organizations' offering the same. Success in various sectors nowadays is never easy to achieve due to the unavoidable presence of challenges in the market-industry in all walks of life. Providing services within the expectations and preferences of buyers, consumers or customer is a great factor. Academic-institutions for instance are not exempted in this scenario. Attracting students is possible in bringing competitive, continuous and efficient services. One must be reminded that contented students may help promote and strengthen the institutions' influence to the society [1]. Satisfaction as defined by Hasan [2] is a state felt by a person who has experience performance or an outcome that satisfy his or her expectation. More emphasis on students' experience on various forms of services from an institution is regarded as an essential perspective. Thus, a student satisfaction measurement is considered a strategic issue for educational institutions because it is similar to profit-and-loss accounting in business organizations. If satisfaction is high, then the university is making sizeable profits as a result of having provided students with knowledge, skills and targeted abilities. Student will be pleased with their academic achievement and their university life and will speak positively about the college because satisfaction is the ultimate goal, and the ultimate goal is a reflection of high levels of service quality. According to Saif [3] a research like this emerged from the modern educational theory which supports learner participation in educational setting that introduces continuous modifications towards improvement to educational institutions' services and adapts these to achieve substantial developments which may aid in the achievement of improvements in service quality. As pointed out by [4], good service quality results in the increase of customer satisfaction and leads to long-term benefits in market share and profitability. True enough because nowadays, there is a very tight competition in higher good service quality results in the increase of customer satisfaction and leads to long-term benefits in market share and profitability. True enough because

nowadays, there is a very tight competition in higher education not only for the local market but also the international one. To reach a big market share, student satisfaction needs to be maximized and one of the strategies is providing a high quality service. Studies on education service qualities are considered new in the commercial sector. Hence, it becomes a national priority due to issues faced by institution-sectors like declining enrolment, growing costs, and increased competition. These challenges have become essential for colleges and universities to make quality of education a top priority on various levels ranging from academic to social. In addition, it is important for colleges to monitor how successful the services that are offered are in assisting students with the completion of their education. Students have transformed from simple education seekers to thinking-consumers. They become aware that they pay a price for a better kind of service. With student satisfaction assessments institutions will be able to improve programs and services, remain accountable to the student customer, and continue to be competitive in the market of higher education. Undeniably, student satisfaction is an important aspect to study [5].

### OBJECTIVES OF THE STUDY

This study aims to describe the socio-demographic profile of categorized clientele enrolled in the said institution and determine the degree of satisfaction on institutional-based (a) delivery of services, and; (b) the characteristics of service providers. Further, the result is expected to be contributory in determining the students' likelihood to continue in the institution and recommend it to others. Hence, such is conducted to propose an intervention plan of action as a frame of reference in providing better performance.

### METHODS

The study used quantitative research method specifically descriptive design. Convenience sampling was used in gathering the data from 111 (49%) out of 227 students enrolled in various degree programs of the college department for Academic Year 2018-2019. Most of the respondents included in the study were the frequent users and clientele who had availed the services from various service delivery areas and service providers. The main instrument was a revised-validated questionnaire. Included in the validation of the instruments were 5 student services from private (3) and public (2) with inclusion of the recommendations deemed necessary by the authorities of the school where the study was conducted i.e. on content. The finalized questionnaire was subjected to content validity by

administering it to the students who had availed of the services in different areas and received the services from identified service providers but are excluded as main respondents in the study. The questionnaire was administered to students availing of the said services at the other institution as composed of 2 main parts: Part I: Profile of the Respondents; Part II: Students' Degree of Satisfaction on (a) delivery of services, (b) delivery areas, (c) characteristics of service providers, and; (d) experience during their stay in the institution. The instrument was personally administered by the researcher. Data were analyzed using frequency count, percent, weighted mean following mean range scale (MRS) with its equivalent verbal description (VD). The given scale was used to interpret the result of the data gathered: 4.50-5.00: very highly satisfied (VHS); 3.50-4.49: very satisfied (VS); 2.50-3.49: satisfied (S); 1.50-2.49: less satisfied (LS); and, 1.00-1.49: least satisfied (LeaS). The information to be cascaded from the analysis of the data to be gathered out of this study was purely perception based with an end in mind that this can be used as basis in providing better services and does not mean other things aside from meeting the set qualifications standard along the indicators included as variables all for quality assurance purposes.

### RESULTS AND DISCUSSION

**Table 1. Profile of Respondents (N=111)**

| Profile                        | F          | Percent    |
|--------------------------------|------------|------------|
| <b>Age</b>                     |            |            |
| 14-19                          | 30         | 27.0       |
| 20-25                          | 74         | 66.7       |
| 26-31                          | 7          | 6.3        |
| <b>Sex</b>                     |            |            |
| Male                           | 41         | 36.9       |
| Female                         | 70         | 63.1       |
| <b>Civil Status</b>            |            |            |
| Single                         | 99         | 89.2       |
| Married                        | 12         | 10.8       |
| <b>Course</b>                  |            |            |
| BSIT                           | 38         | 34.2       |
| BSBA                           | 30         | 27.0       |
| BEEd                           | 13         | 11.7       |
| BSEd                           | 29         | 26.1       |
| BSCS                           | 1          | .9         |
| <b>Length of Stay (year/s)</b> |            |            |
| 1                              | 10         | 9.0        |
| 2                              | 10         | 9.0        |
| 3                              | 27         | 24.3       |
| 4                              | 64         | 57.7       |
| <b>Total</b>                   | <b>111</b> | <b>100</b> |

The profile of respondents in Table 1 serves as the background information in describing their socio-

demographic characteristics. Almost 75% of the respondents' age range from 20-25, females (63%). 89% single, from BSIT course (27%), and; had been in the institution for 4 years.

**Table 2. Degree of Students' Satisfaction on Delivery of Services**

| Delivery of Service      | Mean | Rank | VD |
|--------------------------|------|------|----|
| 1. Safety                | 3.86 | 1    | HS |
| 2. Motivation            | 3.76 | 2    | HS |
| 3. Teaching              | 3.71 | 3    | HS |
| 4. Services              | 3.59 | 4    | HS |
| 5. Policies              | 3.51 | 5    | HS |
| 6. Food                  | 3.45 | 6    | S  |
| 7. Curricular Activities | 3.43 | 7    | S  |
| 8. Resources             | 3.40 | 8    | S  |
| 9. Enrolment             | 3.31 | 9    | S  |
| 10. Facilities           | 3.24 | 10   | S  |

The degree of students' satisfaction on delivery services (Table 2) shows that campus safety ranked 1<sup>st</sup> with a mean of 3.86. While least in rank is on facilities (rank 10) with 3.24 mean. It implies that students' prioritize the importance of campus safety among all other identified delivery services included in the study. The respondents were "highly satisfied" in a safe learning environment that provides free from violence, bullying, harassment, and substance use which promotes better student academic performance and school outcomes [6]. This supports [7] report that according to the poll of students, 86% of parents believe that the safety of the campus is an important factor in choosing a college where they will entrust their children. Hence, safety for them ranks higher for parents than the academic quality [8]. This finding also holds true on Maslow's Hierarchy of Needs stipulating that above all needs physiological aspect is the first and foremost. Students satisfaction degree on facilities conforms with the result of [9] wherein she cited that the condition of the quality of the campus service facilities shows a low level of student satisfaction.

Service areas in this study describe the office, divisions or departments which provide institutional-based services and student support. Its purpose is to ensure the students growth and development during the academic experience.

It can be gleaned in Table 3 the degree of students' satisfaction on service areas wherein the cashier's office and guidance office received the same mean of 3.68 which made them have the same rank, likewise; medical/dental ranked number 8 among the identified with a mean of 3.11. It implies that the cashier's office had met the preferred services of the students.

**Table 3. Degree of Student's Satisfaction on Service Areas**

| Service Areas       | Mean | Rank | VD |
|---------------------|------|------|----|
| 1. Cashier          | 3.68 | 1.5  | HS |
| 2. Guidance         | 3.68 | 1.5  | HS |
| 3. Library          | 3.65 | 3    | HS |
| 4. Registrar        | 3.64 | 4    | HS |
| 5. Canteen          | 3.44 | 5    | S  |
| 6. Student Services | 3.29 | 6    | S  |
| 7. Laboratory       | 3.23 | 7    | S  |
| 8. Medical/Dental   | 3.11 | 8    | S  |

This is in contrast with the result of the study conducted by the Office of the Vice Chancellor for Finance and Operations [10] since in the said survey it received the lowest rating (3.45). The guidance office satisfaction rating can be associated with the growing need of students across this area as cited by Sapri, Kaka and Finch [11]. Students reflected that they are satisfied with medical/dental. Along this vein, it must be realized that campus clinics play a significant role in training the students to give value on oral health care [12].

There are number of factors that should be taken into consideration that influence students' satisfaction along school services like the cultural (values, perceptions, preferences, behaviors), social (family, friends, social networks, surroundings), personal (age, occupation, economic situation, lifestyle), and; psychological (motivation, perception, attitude, beliefs, learning) [13]. A combination of mentioned factors was put together in this study [13]. Delivery services received by students from service areas are contributory to the quality to their learning experience and academic success. The staff who are directly serving the students' needs in a particularly office are often called "service providers". Studies show that the most important factors in education quality assurance are: quality of teaching / learning and service systems and support for students [13].

Table 4 summarizes the result on this aspect. The data reveals that the students are "highly satisfied" on all the identified characteristics of service providers (a) courteousness, (b) helpfulness, (c) attire, (d) fairness, and; promptness. In the same manner, they are "highly satisfied" on the 3 characteristics of the service provider in the library (a) courteousness, (b) helpfulness, and; (c) attire. The student services received a "highly satisfied" rating on courteousness, however; rated "satisfied" on 4 other characteristics. On the other hand, the canteen (service provider) is rated "satisfied" on all aspects.

**Table 4. Degree of Student's Satisfaction on Service Providers**

| Service Provider Characteristics | Library | Registrar | Cashier | Student Services | Canteen |
|----------------------------------|---------|-----------|---------|------------------|---------|
| Courteousness                    | HS      | HS        | HS      | HS               | S       |
| Helpfulness                      | HS      | HS        | HS      | S                | S       |
| Attire                           | HS      | HS        | HS      | S                | S       |
| Fairness                         | S       | HS        | HS      | S                | S       |
| Promptness                       | S       | HS        | HS      | S                | S       |

In terms of the students' response on the degree of likelihood for them to recommend the institution to others as reflected in Table 5, it shows that they will "highly recommend" the institution to others. This implies that the institution has an increased student satisfaction since loyalty from them is expressed in their satisfaction influenced by their emotional responses, their attributions, and perception of equity [13]. As cited by Khadka, et al.[13] "when the customer is satisfied with the product or service of the company, it can make the customer purchase frequently and recommend products or services to potential customers.

#### CONCLUSION AND RECOMMENDATION

The respondents in the study are in their early adulthood, females, single enrolled in BSIT program, major in web marketing, at their senior year and within the institution for 4 years. They considered the institution as a safe place to study wherein administrators and teachers ably motivate and teach the students, provide general services well as reflected in their campus policies. The service areas provided by the cashier, guidance, library and registrar had exceeded the satisfaction degree of the students while the other service areas that include canteen, student services, laboratory and medical/dental have met the preferred degree of satisfaction. The service providers exceed their degree of satisfaction along courteousness, helpfulness and attire likewise they met the degree of satisfaction of students in terms of fairness and promptness. Since the students are very willing to recommend the institution to others the gentle reminders must be considered as an input from this study. Service (a) delivery, (b) areas, and; (c) service providers that exceed the desired degree of satisfaction of students should be sustained while those that met the degree of satisfaction of the respondents should be enhanced and revisited to exceed the degree of satisfaction of respondents. Specified consultation time for student services be identified since the service

provider is a teaching staff. while the canteen service provider should find ways to improve its degree of satisfaction. A standard satisfaction assessment form can be framed by the researcher involve with the assistance of the staff (teaching/non-teaching) to be duly approved by the administrator which will be provided in each delivery area by including other factors that deemed necessary to be to be administered to customers (parents, visitors, peers, employees) using the convenience sampling. Further, this study should be conducted continuously for the institution to maintain its quality service to the community and to the country as a whole.

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