

## **Awareness and Level of Satisfaction of Students with the Support Services at Central Bicol State University of Agriculture - Pasacao Campus**

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### **ABSTRACT:**

Student's satisfaction with the support services was a common concern among educational institutions. Crafted this study to determine the level of Awareness and Satisfaction of Students with the Support Services at Central Bicol State University of Agriculture – Pasacao Campus.

This study utilized a quantitative method which uses the descriptive–evaluative survey design. The study identified the demographic profile, level of awareness, and level of satisfaction of the students with the Support Services provided by the institution. The researcher utilized a validated survey instrument in gathering data

Many of the students in CBSUA-Pasacao are female and young. The respondents are highly aware that there exist Support Services for students provided by the institution, and they are highly satisfied with the Support Services provided by the institution. The level of awareness and satisfaction of male and female students regarding the Support Services was statistically the same.

**Key words:** awareness, level of satisfaction, support services

## **1. 0 INTRODUCTION**

### **1.1 Background**

UNESCO, through Sustainable Development Goal 4 (SDG 4), emphasized commitment to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. Numerous undertakings might be conducted to attune with the declaration of statement set forth by UNESCO.

In relation to this, Rudje, Natasja (2014) conducted a study on *Examining Student Satisfaction with the Student Services Center at a Local Community College* where she emphasized that the deteriorating enrolment, increasing costs, and increased competition are apparently some of the most imperative issues that institutions of higher education are faced with. In the advent of these challenges, it has become crucial for colleges and universities to make quality of education a top priority on various levels stretching from educational to social. To make this a main concern, it is vital for colleges to monitor the effectiveness of the services that are offered in assisting students with the completion of their education. Assessments of student's satisfaction can help institutions improve programs and services, remain accountable to the student customer, and continue to be competitive in the market of higher education. Student satisfaction with student affairs departments is an important aspect to study because colleges and universities exist to educate students.

In addition, Fernando Lalitha S., Weerasinghe Salinda IM (2017) found out on their study that contacts with fellow students, course content, learning equipment, stocking of libraries, teaching quality and teaching/learning materials have significant influence on the students' satisfaction. Moreover, quality of lecturers, quality and availability of resources and effective use of technology have significant influence on students' satisfaction in transnational higher education in United Arab Emirates.

With the above-mentioned claim, it is deemed necessary to assess the level of Students' Satisfaction with the Students Services at Central Bicol State University of Agriculture (CBSUA) – Pasacao Campus. It is an important step to determine if all undertakings of CBSUA-Pasacao were geared towards the attainment of SDG 4 of UNESCO.

### **1.2 Statement of the Problem**

This study was conceptualized to determine the level of Awareness and Satisfaction of Students with the Support Services at CBSUA – Pasacao. Specifically, it sought answers to the following questions, 1. What is the profile of the respondents? 2. What is the level of awareness of the students of CBSUA-Pasacao with the support services offered by the University? 3. Is there is a significant difference in the level of awareness of male and female students with the support services offered by the University? 4. What is the level of satisfaction of the students of CBSUA-Pasacao with the support services offered by the University? 5. Is there is a significant difference in the level of satisfaction of male and female students with the support services offered by the University?

### **1.3 Purpose of the Study**

The purpose of this study was to determine the level of Awareness and Satisfaction of Students with the Support Services at CBSUA – Pasacao and to identify a possible recommendation that could be crafted to further enhance the quality of students' support services offered by the University.

## **2.0 REVIEW OF RELATED LITERATURE**

This section will present some of the related literature and studies relative to students' level of satisfaction with the student's support services offered by educational institution arranged thematically.

### **2.1 Level of Awareness of Students with Support Services Offered**

Arpilleda, J.M. (2017) mentioned on her study that students were generally fairly satisfied with the support services of the university. However, when she examined each component of student services, she pointed out that out of the eight offices, the students were very satisfied with services rendered by the physician, nurse and dentist assigned at the school clinic. With regards to guidance and testing office, the students were quite happy with office's programs and services. With regards to five areas of the school's support services, the respondents were quite satisfied of the organizational climate, attitudes of personnel, system and programs directed at serving the needs of their customers.

Fernado Lalitha S., Weerasinghe Salinda IM (2017) found out on their study that students' satisfaction is a multidimensional process which is influenced by personal and institutional factors. Personal factors cover age, gender, employment, preferred learning style, student's GPA and institutional factors cover quality of instructions, promptness of the instructor's feedback, clarity of expectation, teaching style. In addition to that, teaching ability, flexible curriculum, university status and prestige, independence, caring of faculty, student growth and development, student centeredness, campus climate, institutional effectiveness and social conditions have been identified as major determinants of student satisfaction in higher education

However, Pendon Guiller P (2016) articulated that when taken the students were very satisfied of student services and when classified as to sex, both sexes were very satisfied. He explained that equity in educational access of students of all groups and levels of the society is a foundation for success for higher education student's services, thus, discrimination against and under-representation of these groups particularly on sex must be addressed immediately.

### **2.2 Level of Satisfaction of Students with Support Services Offered**

Several studies about level of student's satisfaction with regards to services offered by educational institution were conducted to address the pressing issue on quality education.

Arpilleda, J.M. (2017) mentioned on her study that students were generally fairly satisfied with the support services of the university. The results suggests the students were quite impressed with the system of verifying students' grades to satisfy entry requirements, and they also commended the regular presence of competent and dedicated personnel in the offices that attend to the clientele's needs, physician, nurse and dentist assigned at the school clinic were punctual, the

students were quite happy with office's programs and services, respondents were quite satisfied of the organizational climate, attitudes of personnel, system and programs directed at serving the needs of their customers.

In addition, Pendon Guiller P (2016) emphasized on his study that as a whole the respondents were very satisfied of all student services offered by the school. These results best explained the idea that delivery of student services programs to students must be done in holistic fashion, treating the student as a whole person regardless of their field or course. This is in keeping with the idea student services program is for the purposes of enhancing life, developing employability in the appropriate level of the workforce, transmitting, and improving culture and liberating the minds of the students to pursue liberty as responsible and intellectually curious citizens.

On the same contentions, Motefakker, Niloofar (2015) conducted a study about the level of satisfaction of the students of the Faculty of Social Sciences with Welfare Services of Imam Khomeini International University of Qazvin and found out that the students have highest level of satisfaction with religious activities and religious atmosphere.

### **3.0 METHODOLOGY**

This study utilized quantitative method which uses the descriptive – evaluative survey design. The study identified the demographic profile, level of awareness and level of satisfaction with the Support Services by the students of CBSUA-Pasacao.

#### **3.1 Respondents of the Study:**

The respondents of this study include 299 students of CBSUA-Pasacao Campus. First year students during the 1<sup>st</sup> semester of Academic Year 2020-2021 were not included as respondents. All throughout the study, only 299 students of CBSUA-Pasacao Campus had participated on the study. During the data gathering, some of them were inaccessible and do not have contact numbers and address. Due the pandemic, data gathering was conducted via Google form. The study was limited to the level of awareness and level of satisfaction with the Support Services offered by the institution by the students only. Other variables not indicated were not included in the study.

#### **3.2 Research Instrument.**

The researchers used validated questionnaire to gather data on respondents' demographic profile. On the same vein, to gather data Awareness and Level of Satisfaction of the students with the Support Services, a validated survey instrument developed by the researcher anchored on CMO 9 s. 2013 was used.

#### **3.3 Method Of Data Analysis**

The study utilized frequency counting, percentage technique, weighted mean, ranking and z-test as statistical tools for data analysis. Frequency counting and percentage was used to describe the demographic profile of the respondents. For level of Awareness and Level of Satisfaction of the students with the Support Services, weighted mean and ranking was used. For the significant

difference between the Level of Awareness as well as significant difference in Level of Satisfaction, z-test was used.

## 4.0 RESULTS AND DISCUSSIONS

### 4.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

These undertakings examined the demographic profile of the respondents. It includes sex and age

#### 4.1.1 SEX

It was reflected from the data on the demographic profile according to sex that 18.73 % (56 out of 299) of the respondents are male. And 81.27 % (243 out of 299) of the respondents are female. Majority of the students in CBSUA are female. It indicates that there is a dominance of female students in the University.

#### 4.1.2 AGE

It was revealed by the figured computation as reflected on Table 1, that 1% (3 out of 299) of the respondents got the age ranging 37.76 – 44 years old, 6.02% (18 out of 299) has the age of 31.51 – 37.75 years old, 12.71% (38 out of 299) of the respondents got the age ranging from 25.26 – 31.50 years old, and also 80.27% (240 out of 299) of the respondents got the age ranging from 19.00 – 25.25 years old.

### 4.2 LEVEL OF AWARENESS OF THE STUDENTS WITH THE SUPPORT SERVICES

This research had investigated the level of awareness of the students with the Support Services delivered by the institution as one of its' purposes. Data were treated statistically using weighted mean to and ranking answer the question relative to the study.

It was revealed from the result that the level of Awareness of the respondents with the Support Services delivered by the institution got a mean of 3.50 with interpretation of Highly Aware. *Student Council/Government*” was ranked first among the Support Services delivered by the institution. The second on the rank was *“Guidance and Counselling Services”*. *“Student Organizations and Activities”* was ranked third. The fourth on the rank was *“Admission Services”*. *“Student Publication/Yearbook”* was the fifth on the rank. The sixth on the rank was *“Cultural and Arts Programs”*. *“Information and Orientation Services”* and *“Student Activities”* got a tied rank of 7.5<sup>th</sup> among the Support Services delivered by the institution. The ninth on the rank was *“Sports Development Programs”*. *“Health Services”* was ranked 10<sup>th</sup> among the Support Services. The eleventh on the rank was *“Safety and Security Services”*. *“Student Discipline”* was ranked twelfth. Thirteenth on the rank was *“Scholarships and Financial Assistance (SFA)”*. *“Leadership Training”* was ranked fourteenth among the Support Services. *“Multi-faith Services”* was ranked last among the fifteen Support Services.

### 4.3 SIGNIFICANT DIFFERENCE IN THE LEVEL OF AWARENESS OF THE RESPONDENTS WITH THE SUPPORT SERVICES

Significant difference in the Level of Awareness of the respondents with regards to Support Services offered by the institution for students was examined in this study. Weighted mean and z-test were utilized as statistical tool to treat the data.

It was shown on the data that generally, the computed value for test statistics was 1.38 with interpretation as Not Significant with regards to the Support Services offered by the institution. For “**Information and Orientation Services**” the computed value for test statistics was 1.24 with interpretation of Not Significant. On the other hand, for “**Guidance and Counselling Services**” the computed value for test statistics was 3.92 with interpretation of Significant. This was in contradictory with the result for “**Student Activities**” with calculated statistics value of 1.03 with interpretation of Not Significant. Similarly, for “**Student Organizations and Activities**” the interpretation was also Not Significant with calculated test statistics value of 1.60. A significant difference was observed for “**Leadership Training**” with z-test value of 2.09. The calculated z-test value for “**Student Council/Government**” was 1.75 with interpretation of Not Significant. For “**Student Discipline**” the calculated test statistics value was 0.98 with interpretation of Not Significant. On the same manner, the calculated z-test value for “**Student Publication/Year Book**” was 0.56 with interpretation of Not Significant. For “**Admission Services**” the calculated test statistics value was 1.06 with interpretation of Not Significant. However, for “**Scholarships and Financial Assistance (SFA)**” the calculated z-test value was 2.10 with interpretation of Significant. For “**Health Services**” the calculated statistics value was 1.14 with interpretation of Not Significant. There was also an interpretation of Not Significant for “**Safety and Security Services**” with calculated statistics value of 1.28. For “**Multi-faith Services**” the calculated z-test value was 0.88 with interpretation of Not Significant. There was also an interpretation of Not Significant for “**Cultural and Arts Programs**” with calculated z-test value of 0.70. However, an interpretation of Significant was observed for “**Sports Development Programs**” with calculated z-test value of 2.26.

#### **4.4 LEVEL OF SATISFACTION OF THE STUDENTS WITH THE SUPPORT SERVICES**

This research had investigated the level of satisfaction of the students with the Support Services delivered by the institution as one of its’ purposes. Data were treated statistically using weighted mean to and ranking answer the question relative to the study.

It was revealed that the respondents got a mean of 3.35 with interpretation of Highly Satisfied. “**Health Services**” was ranked first among the Support Services delivered by the institution. The second on the rank was “**Guidance and Counselling Services**”. “**Student Organizations and Activities**” was ranked third. The fourth on the rank was “**Admission Services**”. “**Student Activities, Student Publication/Yearbook, Safety and Security Services, and Cultural and Arts Programs**” were ranked tied for seventh place. While *Student Council/Government* and *Sports Development Programs* got a tied rank for 10.5<sup>th</sup> place. *Scholarships and Financial Assistance (SFA)* was ranked as the 12<sup>th</sup> among the Support Services. The thirteenth on the rank was *Student Discipline. Leadership Training* and *Multi-faith Services* got the tied rank as 14.5<sup>th</sup> among fifteen Support Services.

#### **4.5 SIGNIFICANT DIFFERENCE IN THE LEVEL OF SATISFACTION OF THE RESPONDENTS WITH THE SUPPORT SERVICES**

Significant difference in the Level of Satisfaction of the respondents with regards to Support Services offered by the institution for students was examined in this study.



Weighted mean and z-test were utilized as statistical tool to treat the data.

It was shown on the data that generally, the computed value for test statistics was 0.92 with interpretation as Not Significant with regards to the Support Services offered by the institution. For “**Information and Orientation Services**” the computed value for test statistics was 2.07 with interpretation of Significant. On the other hand, for “**Guidance and Counselling Services**” the computed value for test statistics was 1.73 with interpretation of Not Significant. This was in consonance with the result for “**Student Activities**” with calculated statistics value of 1.32 with interpretation of Not Significant. Similarly, for “**Student Organizations and Activities**” the interpretation was also Not Significant with calculated test statistics value of 0.79. A not significant difference was observed for “**Leadership Training**” with z-test value of 1.33. The calculated z-test value for “**Student Council/Government**” was 0.02 with interpretation of Not Significant. For “**Student Discipline**” the calculated test statistics value was 1.20 with interpretation of Not Significant. On the same manner, the calculated z-test value for “**Student Publication/Yearbook**” was 0.23 with interpretation of Not Significant. For “**Admission Services**” the calculated test statistics value was 1.25 with interpretation of Not Significant. Additionally, for “**Scholarships and Financial Assistance (SFA)**” the calculated z-test value was 0.82 with interpretation of Not Significant. For “**Health Services**” the calculated statistics value was 0.08 with interpretation of Not Significant. There was also an interpretation of Not Significant for “**Safety and Security Services**” with calculated statistics value of 1.18. For “**Multi-faith Services**” the calculated z-test value was 0.60 with interpretation of Not Significant. There was also an interpretation of Not Significant for “**Cultural and Arts Programs**” with calculated z-test value of 0.82. And, an interpretation of Not Significant was observed for “**Sports Development Programs**” with calculated z-test value of 1.30.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussions, the following conclusions and recommendations were drawn.

**5.1 Conclusions:** Majority of the students in CBSUA-Pasacao are female. Relatively large number of the respondents was young. The respondents are highly aware that there exist Support Services for students provided by the institution. The level of awareness of male and female students regarding the Support Services delivered by the institution was the same. The respondents are highly satisfied with the Support Services for students provided by the institution. The level of satisfaction of male and female students regarding the Support Services delivered by the institution was the same.

**5.2 Recommendations.** Accepting of more male enrollees might be considered by the University to balance the number of male and female students. Maximizing the potentials of young students might be considered by the administration for the welfare of the University. Orientation for students on their roles in the University could be considered to maximize their participation in different programs and activities. OSAS Officers, Deans and Program Chair in the Colleges might consider revisiting the programs and activities to consider the emerging trends in gender role as relates to institutional improvement. Information Dissemination through pamphlets, brochure, online advertisements, and other related means, regarding the Support Services delivered by the institution might be considered by the OSAS to maintain and enhance the level of awareness of the students.

To sustain the high level of awareness of both male and female regarding the Support Services, annual orientation program might be conducted. Proper information dissemination campaign might be spearheaded by the OSAS to publicize the projects, programs and services provided by the institution. Continuous monitoring of the results for the student's satisfaction survey instruments regarding the Support Services delivered by the institution might be considered by the OSAS to maintain and enhance the level of satisfaction of the students. Trainings and seminars for the staff in the OSAS and other units, regarding the refinement and sustaining good performance in the work field might be considered by the administration. In order to sustain the high level of satisfaction of both male and female regarding the Support Services, outright evaluation of every activity and/or programs conducted by the OSAS using validated instrument might be considered. With these practice, constant improvement in the manner and conduct of whatever activities or programs would be assured.

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