

# Targeting higher levels of customer satisfaction: An evaluation of student services in academic years 2015-2016 and 2016-2017

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## ABSTRACT

*This study aimed to determine the level of satisfaction of students on student services with the hope of providing inputs for the formulation of a Student Services Development Plan using a descriptive-qualitative method of research. The participants of the study were college students enrolled in the AY 2015-2016 and AY 2016-2017 who served as respondents to achieve a high degree of precision. In the analysis of the data gathered from the evaluation of the respondents, the researchers followed the thematic analysis developed by Braun and Clarke (2016). Catholic identity, customer satisfaction, employee attitude, employee qualification, facilities management, management, student development, fiscal management, and WiFi connection were the themes that emerged from the evaluation of two consecutive school years. These same areas were considered in formulating a Student Services Development Plan.*

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**Key words:** Student services, student life, customer satisfaction

## INTRODUCTION

Students are what make up the school. All learning institutions exist primarily to teach and form students to be productive contributors to societal development and nation-building. Student services, therefore, are crucial to addressing the learning, research, and recreational needs of all students.

The library, as a place for learning, study, and research, provides information and services tools that students may use for them to maximize their learning experiences. The Guidance Office is available to assist every student with their concerns about career planning, college placement, educational planning, testing, social, and academic needs. The Registrar is a valued partner in the delivery of quality registrar services whose duties include the maintenance and issuance of student records. The School Canteen is a great place to promote good food and enjoyment of healthy eating. The School Clinic is responsible for safeguarding the health of students and other school personnel. The Center for Information, Technology, and Laboratories handle information systems that provide WiFi services and manages laboratories. The Bookstore supplies the books needed by students in their courses. The Physical Plant and General Services Office ensures that the campus is clean, safe, functional, and attractive. These student services work together to create an environment conducive to learning, thus contributing to the academic performance of students. Meanwhile, measuring school effectiveness can be done using total quality management (TQM) concepts such as client or customer satisfaction (Davies & Ellison, 2006). For this reason, the researchers felt the need to conduct a thorough study on the level of satisfaction of students with the view of further improving student services and concomitantly, higher customer retention, and deeper customer loyalty.

The academic support and auxiliary services aim to render quality services through the provision of balanced learning opportunities, thereby cultivating the students' holistic sense of responsibility and self-discipline toward self-actualization. Thus, customer satisfaction plays a pivotal role in addressing the needs of stakeholders. A closer look at earlier researches on service quality in higher education often emphasized academics more than administration. However, the administrative side of higher academic institutions can never be overlooked or undervalued. The study by Abouchedid and Nasser (2002), which measured student perception of registration and academic advising and other administrative services, proves that positive quality service complements the academic.

The University of the Assumption (UA) is a private archdiocesan Catholic university in the City of San Fernando, Pampanga, Philippines. UA is the first Catholic archdiocesan University in the Philippines and Asia. It envisions itself as an evangelized and evangelizing community through the integral development of the individual by way of excellence in instruction, research, and extension services.

Guided by the life and teachings of Christ and inspired by the example and intercession of the Blessed Virgin Mary, Assumed into Heaven, the University commits to undertake its mission through **Academic Excellence (Biosa)**. UA seeks to lead students to gain world-class competence in the area they can best utilize their human talents and resources through well-planned academic programs, effective and efficient instruction, quality support services, and functional research; **Christian Formation (Maganaca)**. The University seeks to form a community of disciples and to develop a community of apostles where all the members are enlightened and purified by the Gospel values filled with zeal for the transformation of their immediate communities, Pampanga, and the Philippines; **Community Services (Mayap)**. UA seeks

to assume leadership in community development through active involvement in current religious, economic, political, socio-cultural, and ecological concerns of the nation and of the world.

The researchers are members of various student services offices at the University under the Office of the President, Vice President for Administration, and Vice President for Academic Affairs clusters. They work hand in hand to deliver responsive student services to all Assumptionist. In this light, the researchers would like to determine the levels of satisfaction of students on student services for two consecutive school years and hope to propose a Student Services Development Plan. This is indeed the contribution of the study to the new body of knowledge, a legacy that the researchers would like to leave as their lasting mark in UA.

The following literature is critically analyzed and investigated to make a further elaboration on the rationale and conceptual framework of the study.

Matzdorf, Smith, and Agahi (2003) surveyed several universities over two years in order to determine students' reasons for choosing a special university. The average findings for two years were similar. The eight more important reasons are: having the right course, availability of computers, quality of library facilities, good teaching reputation, availability of "quiet" areas, availability of areas for self-study, quality of public transport in the town/city and a friendly attitude towards students. University facilities are one of the most important things that affect students' decisions to enroll.

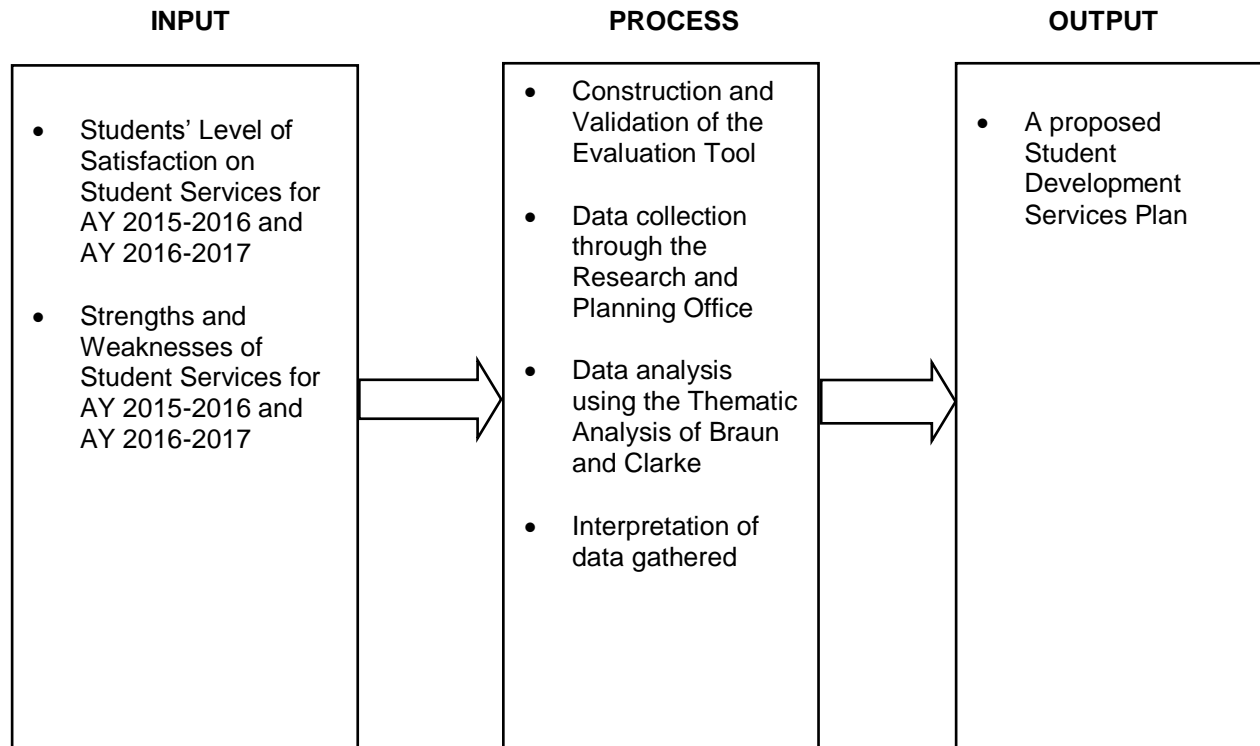
Other factors, such as cooperation, the kindness of the administrative staff, and the responsiveness of the educational system, were explored by Malik, Danish, and Usman (2010). The authors contend that the administration should train its employees on making sure that their delivery of services always meets students' expectations. Indeed, aside from the learning environment, there are other essential facilities that students find equally important: the well-managed cafeteria, parking facilities, playgrounds and other arrangements, physical and mental health clubs, gymnasiums, etc. An institution with facilities and services marked by excellent quality and reliability will no doubt be a leading school of choice.

## **Synthesis**

Previous studies center on students' perceptions and reasons for choosing a particular university as well as the need to train employees to meet students' expectations. The present study is similar to what it tries to find out in a local context. Previous studies made use of a purely descriptive method of research in analyzing data gathered. What makes the present study unique from the past studies is that the former will use a descriptive-qualitative method with thematic analysis designed by Braun and Clarke (2016) in analyzing the comments and suggestions of the participants. Furthermore, the present study will investigate students' level of satisfaction on various student services with the view of formulating a Student Services Development Plan.

After a thorough review of the literature, the researcher will utilize the Input-Process-Output (IPO) model of assessment as the conceptual framework of the study. As can be gleaned in Figure 1, the first box, which is the INPUT of the study, illustrates the level of satisfaction of students on student services between AY 2015-2016 and 2016-2017. Included here also are the strengths and weaknesses of student services for the two consecutive school years. Meanwhile, under PROCESS, the following are given emphasis: Construction and Validation of the Evaluation Form and Data Collection through the UA

Research and Planning Office (RPO), the analysis of the data gathered through thematic analysis of Braun and Clarke. Finally, the last box, which is the OUTPUT, reflects the Proposed Student Services Development Plan.



**Figure. 1. Research Paradigm of the Study**

The study aimed to determine the level of satisfaction of students on student services, which, in turn, will serve as baseline inputs for the formulation of a Student Services Development Program. Specifically, the study intended to answer the following:

1. How may the level of satisfaction of students following student services in the AY 2015-2016 and AY 2016-2017?
  - a. Guidance and Admissions Office
  - b. College/School Dean's Office
  - c. Office of the University Registrar
  - d. College Library
  - e. Student Affairs
  - f. Center for Information Technology and Laboratories
  - g. Bookstore
  - h. Medical Dental Services
  - i. Food Court
  - j. Photo Laboratory
  - k. Security

- l. Maintenance and Sports
  - m. Finance
  - n. Campus Ministry
2. Is there a significant difference between the levels of satisfaction of students between AY 2015-2016 and AY 2016-2017?
- a. Guidance and Admissions Office
  - b. College/SchoolDean's Office
  - c. Office of the University Registrar
  - d. College Library
  - e. Student Affairs
  - f. Center for Information Technology and Laboratories
  - g. Bookstore
  - h. Medical Dental Services
  - i. Food Court
  - j. Photo Laboratory
  - k. Security
  - l. Maintenance and Sports
  - m. Finance
  - n. Campus Ministry
3. What are the strengths and weaknesses of the following student services?
- a. Guidance and Admissions Office
  - b. College/SchoolDean's Office
  - c. Office of the University Registrar
  - d. College Library
  - e. Student Affairs
  - f. Center for Information Technology and Laboratories
  - g. Bookstore
  - h. Medical Dental Services
  - i. Food Court
  - j. Photo Laboratory
  - k. Security
  - l. Maintenance and Sports
  - m. Finance
  - n. Campus Ministry
4. What can the Student Services Development Plan possibly be formulated to improve student services?

The results of the study will benefit higher education institutions, school administrators, student service personnel, and future researchers. *Higher Education Institutions* may utilize the research output for the efficient delivery of student services. *School administrators* may use the results as a basis for planning student services programs to improve student retention rates and enrollment. *Student service personnel* in Higher Education Institutions may utilize the results to improve the quality of services. The findings may provide *future researchers'* reference to include other variables not covered in the study.

## METHOD

### Research Design

To attain the objective of the study, the researcher employed the descriptive-qualitative method of research. According to Almeida, Gaerlan, and Manly (2016), a descriptive-qualitative method of research deals with an understanding of human behavior and the reasons that govern it. In this particular research undertaking, the descriptive-qualitative method was utilized in determining the level of satisfaction of students' various student services.

### Participants

The participants of the study were college students enrolled in AY 2015-2016 and 2016-2017 at UA. To achieve a high degree of precision, all college students enrolled during the second semester of AY 2015-2016 and the second semester of AY 2016-2017 served as respondents.

### Research Instrument

An evaluation tool developed by the UA RPO was the primary data gathering tool of the study. It is divided according to the following Student Services: Guidance and Admissions Office, College/SchoolDean's Office, Office of the University Registrar, College Library, Student Affairs, Center for Information Technology and Laboratories, Bookstore, Medical/Dental Services, Food Court, Photo Laboratory, Security, Maintenance and Sports, Finance Office, and Campus Ministry. The Research and Planning Office has validated the contents of the questionnaire.

### Ethical Consideration

The researcher adhered to the ethical principles in conducting research, according to Brinkmann, Sims, and Nelson (2001). These are some of the ethical questions the researcher should bear in mind as he or she undertakes a research project. The following questions are worth considering: 1) what are the beneficial consequences of the study; 2) how can informed consent be obtained from the participants; 3) how can confidentiality of the participants be protected.

In this particular study, the researchers adapted these ethical principles, like a) seeking permission from the school authority to conduct the study; b) obtaining informed consent from the participants, and c) protecting the identity of the participants.

### Data Gathering Procedure

The researchers coordinated with the Research and Planning Office in securing the student evaluation of student services for the AY 2015-2017. A formal letter was sent to the Research and Planning Office to secure the evaluation results. Action plans of the concerned offices have been requested to check if the areas or items mentioned in the evaluation comments have already been addressed.

## Data Analysis

In the analysis of the data gathered from the evaluation of the students, the researchers made use of the thematic analysis developed by Braun and Clarke (2006). This method is divided into 6 phases: 1) *Familiarizing yourself with the data*. During this phase, the research will start to take notes or mark ideas for coding that she will then go back to in subsequent phases. In essence, coding continues to be developed and defined throughout the entire analysis. 2) *Generating initial codes*. At this phase, an initial list of ideas about what is in the data and what is interesting about them is generated. 3) *Searching for themes*. This phase re-focuses the analysis at the broader level of themes, rather than codes, and involves sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes. 4) *Reviewing themes*. This phase begins when you have devised a set of candidate themes, and it involves the refinement of those themes. During this phase, it will become evident that some candidate themes are not themes, while others might collapse into each other. 5) *Defining and naming themes*. This phase begins when you have a satisfactory thematic map of your data. At this point, you then define and further refine the themes you will present for your analysis, and analyze the data within them. 6) *Producing the report*. This phase begins when you have a set of fully worked-out themes, and involves the final analysis and write-up of the report.

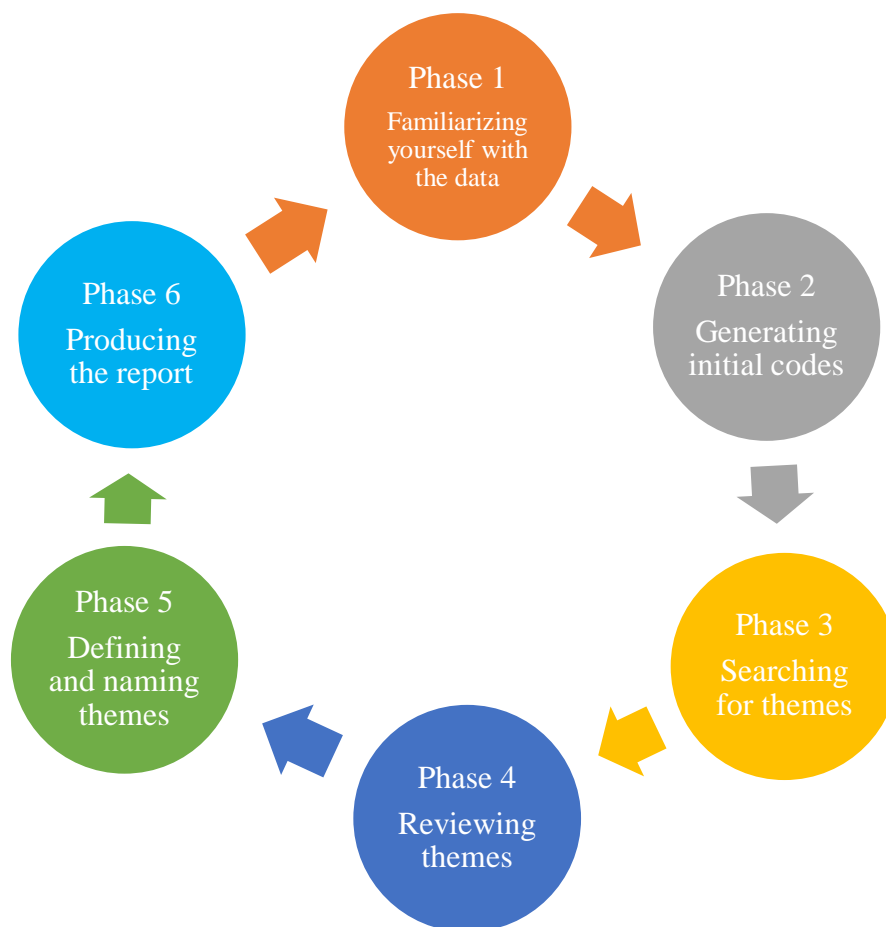


Figure 2. The 6 phases of thematic analysis by Braun and Clarke (2016)

### RESULTS AND DISCUSSION

Data are presented in tables. Analysis and interpretation of the data follow the sequence of the objectives of the study.

**Table 1**

***Comparative presentation of students' level of satisfaction on Guidance and Admissions Office for AY 2015-2016 and AY 2016-2017***

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Assistance of the guidance staff for counseling	3.27	Very satisfied	3.31	Very satisfied
Information dissemination on admission, test schedules, and application procedure	3.21	Satisfied	3.28	Very satisfied
Guidance orientation program	3.23	Satisfied	3.28	Very satisfied
Conduct of initial/routine interview	3.14	Satisfied	3.22	Satisfied
Conduct of individual/group counseling	3.12	Satisfied	3.21	Satisfied
Adequacy of guidance and counseling facilities	3.23	Satisfied	3.31	Very satisfied
Accessibility of the Guidance Office	3.33	Very satisfied	3.40	Very satisfied
Physical set-up of the Guidance Office	3.29	Very satisfied	3.36	Very satisfied
<b>Overall mean</b>	<b>3.23</b>	<b>Satisfied</b>	<b>3.30</b>	<b>Very satisfied</b>



Table 1 shows the students' level of satisfaction on the services rendered by the Guidance and Admissions Office. In AY 2015-2016, an overall mean of 3.23 was obtained, getting a *Satisfied* rating. Of the eight indicators, students gave a *Very satisfied* rating on the following indicators: accessibility of the Guidance Office (with a mean score of 3.33), physical set-up of the Guidance Office, and assistance of the guidance staff for counseling (3.27).

In AY 2016-2017, an overall mean of 3.30 was obtained, granting a *Very satisfied* rating, particularly six out of the eight indicators. The top three indicators are accessibility of the Guidance Office (with a mean score of 3.40), physical set-up of the Guidance Office (with a mean score of 3.36), and assistance of the guidance staff for counseling as well as the adequacy of guidance and counseling facilities (with a mean score of 3.31). The two indicators with a *Satisfied* rating are the conduct of initial/routine interview (with a mean score of 3.22) and conduct of individual/group counseling (with a mean score of 3.21).

**Table 2**

***Comparative presentation of students' level of satisfaction on college/school dean's office for AY 2015-2016 and AY 2016-2017***

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Secretary's attentiveness to the needs of students	3.35	Very satisfied	3.47	Very satisfied
Information dissemination on academic matters	3.30	Very satisfied	3.35	Very satisfied
Faculty assistance on student concerns	3.35	Very satisfied	3.39	Very satisfied
Orientation on retention policies	3.29	Very satisfied	3.31	Very satisfied
Facilitation of College/School initiated activities	3.28	Very satisfied	3.33	Very satisfied
Approachability of the dean	3.29	Very satisfied	3.23	Satisfied
<b>Overall Mean</b>	<b>3.31</b>	<b>Very satisfied</b>	<b>3.35</b>	<b>Very satisfied</b>

Table 2 shows the students' level of satisfaction on the services rendered by the College/School Dean's Offices. In AY 2015-2016, an overall mean of 3.31 was obtained, which gives a *Very satisfied* rating for the College Dean's Office. Students gave a *Very satisfied* rating on all indicators. The indicators with the highest ratings are Faculty assistance on student concerns (with a mean score of 3.35), secretary's attentiveness to the needs of students (with a mean score of 3.35), information dissemination on academic matters (with a mean score of 3.30), faculty assistance on student concerns (with a mean score of 3.35), orientation on retention policies (with a mean score of 3.29), facilitation of college/school initiated activities (with a mean score of 3.28), and approachability of the dean (with a mean score of 3.29).

While in AY 2016-2017, an overall mean of 3.35 was obtained, getting a *Very satisfied* rating. Seven out of eight indicators obtained a *Very satisfied* rating. The same indicators obtained the highest rating compared to the AY 2015-2016 evaluation. However, the indicator on the approachability of the dean obtained a lower mean score of 3.23 compared to the previous mean score of 3.29.

**Table 3**  
**Comparative presentation of students' level of satisfaction on Office of the University Registrar for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Staff's attentiveness to the needs of students	3.23	Satisfied	3.23	Satisfied
Schedule of requested records	3.21	Satisfied	3.23	Satisfied
Information dissemination regarding important matters and activities (print and online)	3.21	Satisfied	3.29	Very satisfied
Posting of grades' deficiencies (academic and documentary)	3.21	Satisfied	3.31	Very satisfied
<b>Overall Mean</b>	<b>3.21</b>	<b>Satisfied</b>	<b>3.26</b>	<b>Very satisfied</b>

Table 3 provides a comparative presentation of students' level of satisfaction on the Office of the University Registrar from AY 2015-2016 to AY 2016-2017. The overall rating of the Office of the University Registrar increased by .05 getting a *Very satisfied* remark particularly on the information dissemination regarding important matters and activities (print and online) with computed mean scores of 3.21 in AY 2015-2016 and 3.29 in AY 2016-2017, respectively and posting of grades' deficiencies (academic and

documentary) with computed mean scores of 3.21 in AY 2015-2016 and 3.31 in AY 2016-2017, respectively.

**Table 4**

***Comparative presentation of students' level of satisfaction on the College Library for AY 2015-2016 and AY 2016-2017***

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Accessibility of the UA library	3.57	Very satisfied	3.57	Very satisfied
Availability of different learning space for researchers (individual and group)	3.45	Very satisfied	3.46	Very satisfied
Physical arrangement of library materials and facilities	3.45	Very satisfied	3.46	Very satisfied
Lighting and ventilation	3.49	Very satisfied	3.47	Very satisfied
Organization of library collection	3.43	Very satisfied	3.45	Very satisfied
Relevance of library collection	3.42	Very satisfied	3.45	Very satisfied
Adequacy of print and non-print materials (e-sources, CD-ROMs, VHS, Tapes, etc.)	3.26	Very satisfied	3.29	Very satisfied
Library staff services to students and faculty	3.29	Very satisfied	3.37	Very satisfied
Library service hours (Monday-Friday 7:30am-6:00pm) (Saturday 8:00 am-5:00 pm)	3.43	Very satisfied	3.47	Very satisfied
Orientation and implementation of library rules and regulations	3.34	Very Satisfied	3.40	Very satisfied

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Sufficient number of computer terminals at the Internet section	3.11	Satisfied	3.18	Satisfied
WiFi service	2.59	Satisfied	2.68	Satisfied
<b>Overall Mean</b>	<b>3.32</b>	<b>Very satisfied</b>	<b>3.36</b>	<b>Very satisfied</b>

Table 4 shows the comparative presentation of students' level of satisfaction on the College Library from AY 2015-2016 to AY 2016-2017. There is an overall increase of .04 from the over-all mean of 3.32 for AY 2015-2016 to the over-mean of 3.36 for AY 2016-2017. The indicators that shared the top three spots for AY 2016-2017 are the accessibility of the UA library (with a mean score of 3.57) in two consecutive school years, lighting and ventilation and library service hours (with a mean score of 3.47), availability of different learning spaces for researchers (individual and group) and physical arrangement of materials and facilities (with a mean score of 3.46). Meanwhile, for AY 2015-2016 the top three indicators contributing to the *Very satisfied* rating of the college library is again the accessibility of the UA library (with a mean score of 3.57), lighting and ventilation (with a mean score of 3.49), availability of different learning spaces for researchers (individual and group) and physical arrangement of materials and facilities (with a mean score of 3.45).

**Table 5**

***Comparative presentation of students' level of satisfaction on Student Affairs' Services for AY 2015-2016 and AY 2016-2017***

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
On Student Activities				
Relevance of extra and co-curricular activities	3.04	Satisfied	3.17	Satisfied
Seminars and training	3.06	Satisfied	3.13	Satisfied

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Orientation on school activities	3.09	Satisfied	3.20	Satisfied
Regulation and monitoring of Recognized Student Organizations	3.12	Satisfied	3.20	Satisfied
Coordination and implementation of student-sanctioned programs	3.11	Satisfied	3.20	Satisfied
On Student Discipline				
Conduct of interview and screening of new students	3.12	Satisfied	3.24	Satisfied
Orientation and re-orientation on school policies	3.11	Satisfied	3.21	Satisfied
Implementation of school rules and regulations	3.11	Satisfied	3.23	Satisfied
Monitoring of student's behavior inside the campus	3.05	Satisfied	3.17	Satisfied
Promotion of self-discipline and responsibility among students	3.13	Satisfied	3.26	Very satisfied
<b>Overall Mean</b>	<b>3.09</b>	<b>Satisfied</b>	<b>3.20</b>	<b>Satisfied</b>

Table 5 shows students' level of satisfaction with the services rendered by the Office of Student Affairs. In AY 2015-2016, an overall mean of 3.09 was obtained, getting a *Satisfied* rating. On student activities, students gave a *Satisfied* rating for regulation and monitoring of Recognized Student Organizations (with a mean score 3.12), coordination and implementation of student-sanctioned programs, and orientation on school activities (with a mean score of 3.09). On student discipline, the indicator with the highest satisfaction rating was the promotion of self-discipline and responsibility among students (with a mean score of 3.13).

In AY 2016-2017, an overall mean of 3.20 was obtained, giving a *Satisfied* rating. On student activities, students are *Satisfied* with the orientation on school activities, coordination, and implementation

of student-sanctioned programs, and regulation and monitoring of Recognized Student Organizations (with a mean score of 3.20) followed by the relevance of extra and co-curricular activities seminars and training (with mean scores of 3.17 and 3.13, respectively). On student discipline, the indicator with the highest satisfaction rating was the promotion of self-discipline and responsibility among students (with a mean score of 3.26), which increased by .13 from the previous school year.

**Table 6**  
**Comparative presentation of students' level of satisfaction on Center for Information Technology and Laboratories for AY 2015-2016 and 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Staff's attentiveness to the needs of students	3.11	Satisfied	3.18	Satisfied
Maintenance of laboratories	3.04	Satisfied	3.13	Satisfied
Website	2.87	Satisfied	3.03	Satisfied
WiFi	2.38	Dissatisfied	2.40	Dissatisfied
Computer information kiosk	2.85	Satisfied	3.02	Satisfied
UA Information System – SERP (enrolment, payment, verification)	3.08	Satisfied	3.29	Very satisfied
<b>Overall Mean</b>	<b>2.89</b>	<b>Satisfied</b>	<b>3.01</b>	<b>Satisfied</b>

Table 6 shows the students' level of satisfaction on the services rendered by the Center for Information Technology and Laboratories for AY 2015-2016 and 2016-2017. In the AY 2015-2016, an overall mean of 2.89 was obtained, getting a *Satisfied* rating. Seven out of eight indicators obtained *Satisfied* ratings, while in the AY 2017-2018, an overall mean of 3.01 was obtained to maintain a *Satisfied* rating. Out of the eight indicators, the UA Information System—SERP (enrolment, payment, verification) obtained a *Very satisfied* rating (with a mean score of 3.29). Four out of eight indicators obtained *Satisfied* rating which includes staff's attentiveness to the needs of students (with a mean score of 3.18), maintenance of laboratories (with a mean score of 3.13), website (with a mean score of 3.03), and computer information kiosk (with a mean score of 3.02). The only one indicator where students showed dissatisfaction for two consecutive school years was the WiFi service (with a mean score of 2.38 in AY 2015-2016 and 2.40 in AY 2016-2018).

**Table 7**  
**Comparative presentation of students' level of satisfaction on the Bookstore for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Services of the bookstore staff	3.42	Very satisfied	3.41	Very satisfied
Availability of school supplies	3.33	Very satisfied	3.30	Very satisfied
Prices of items sold at UA bookstore	3.01	Satisfied	3.02	Satisfied
Bookstore schedule (7:30 AM to 4:30 PM)	3.26	Very satisfied	3.26	Very satisfied
<b>Overall Mean</b>	<b>3.25</b>	<b>Very satisfied</b>	<b>3.26</b>	<b>Very satisfied</b>

Table 7 illustrates the comparative presentation of students' level of satisfaction on the Bookstore for AY 2015-2016 and AY 2016-2017. Overall, students showed their satisfaction in the Bookstore for two consecutive school years (with mean scores of 3.25 and 3.26 in AY 2015-2016 and AY 2016-2017, respectively).

Among the indicators that contributed to satisfaction among students was the service of the bookstore staff (with mean scores of 3.42 and 3.41 in AY 2015-2016 and AY 2016-2017, respectively).

**Table 8**  
**Comparative presentation of students' level of satisfaction on medical/dental services for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Services of the Medical and Dental staff	3.03	Satisfied	3.02	Satisfied
Availability and accessibility of the college clinic	3.17	Satisfied	3.16	Satisfied
Provision of health information/education to students	3.10	Satisfied	3.07	Satisfied
Safekeeping and updating of students' medical and dental records	3.06	Satisfied	3.04	Satisfied
<b>Overall Mean</b>	3.09	Satisfied	3.07	Satisfied

Table 8 shows the comparative presentation of students' level of satisfaction on medical/dental services for AY 2015-2016 and AY 2016-2017. Overall, students were *Satisfied* with the medical/dental services for two consecutive school years (with mean scores of 3.09 and 3.07 in AY 2015-2016 and AY 2016-2017, respectively). The three indicators that contributed to the satisfaction of the students were the availability and accessibility of the college clinic (with mean scores of 3.17 and 3.16 for two consecutive school years), provision of health information/education to students (with mean scores of 3.10 and 3.07 for two consecutive school years), and safekeeping and updating of students' medical and dental records (with mean scores of 3.06 and 3.04 for two consecutive school years). Though obtaining a *Satisfied* rating, the services of the medical and dental staff (with mean scores of 3.03 and 3.02 for two consecutive years) got the lowest score among the indicators).



**Table 9**  
**Comparative presentation of students' level of satisfaction on Food Court for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Food served at the Food Court (price, quality, variety and nutritional value)	2.60	Satisfied	2.75	Satisfied
Food distribution and payment	2.72	Satisfied	2.85	Satisfied
Cleanliness and sanitation at the Food Court (including utensils)	2.89	Satisfied	3.01	Satisfied
Cleanliness and grooming of food handlers	2.96	Satisfied	3.08	Satisfied
<b>Overall Mean</b>	<b>2.79</b>	<b>Satisfied</b>	<b>2.92</b>	<b>Satisfied</b>

Table 9 shows students' level of satisfaction with the food services rendered by the Finance Office. In AY 2015-2016, an overall mean of 2.79 was obtained, showing that they were *Satisfied*. The students were also *Satisfied* with the cleanliness and grooming of food handlers (with a mean score of 2.96).

**Table 10**  
**Comparative presentation of students' level of satisfaction on the Photo Lab Technology and Laboratories for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Processing of Identification Card (ID)	3.35	Very satisfied	3.37	Very satisfied
Availability of photographer during school activities	3.21	Satisfied	3.25	Very satisfied
<b>Overall Mean</b>	<b>3.28</b>	<b>Very satisfied</b>	<b>3.31</b>	<b>Very satisfied</b>

Table 10 shows the comparative presentation of students' level of satisfaction on the Photo Lab Technology and Laboratories for AY 2015-2016 and AY 2016-2017. There was an increase of .03 percent on the satisfaction of the students (from the computed mean score of 3.28 in AY 2015-2016 to the computed mean score of 3.31 in AY 2016-2017).

Students were *Very satisfied* with the processing of identification cards (ID) for two consecutive school years (with computed mean scores of 3.35 and 3.37 in AY 2015-2016 and AY 2016-2017, respectively). Also, students' level of satisfaction on the availability of the photographer during school activities (with a computed mean of 3.21 in AY 2015-2016) has improved to a *Very satisfied* rating (with a computed mean of 3.25 in AY 2016-2017).

**Table 11**  
**Comparative presentation of students' level of satisfaction on the Security for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Regular checking of student ID and uniform	3.16	Satisfied	3.28	Very satisfied
Exercise of courtesy to students, parents, employees, and visitors	3.13	Satisfied	3.23	Satisfied
Assurance of students' safety inside the campus	3.20	Satisfied	3.29	Very satisfied
Consistency and fairness in imposing school policies	2.99	Satisfied	3.16	Satisfied
Knowledge and familiarity with the school's physical plant	3.20	Satisfied	3.31	Very satisfied
<b>Overall Mean</b>	<b>3.14</b>	<b>Satisfied</b>	<b>3.25</b>	<b>Very Satisfied</b>

Table 11 shows the comparative presentation of students' level of satisfaction on the Security for AY 2015-2016 and AY 2016-2017. There was an increase in the level of satisfaction of students concerning the security from *Satisfied* (with an overall mean of 3.14) to *Very satisfied* (with an overall mean of 3.25).

The top three indicators that have contributed to the increase in the level of satisfaction of students were knowledge and familiarity with the school's physical plant and consistency and assurance of students' safety inside the campus (with a mean score of 3.20) and regular checking of student ID and uniform (with a mean score of 3.16) which consistently were the same indicators that contributed to the increase of the level of satisfaction among students on the security—i.e., knowledge and familiarity with the school's

physical plant (with a mean score of 3.31); assurance of students' safety inside the campus (with a mean score of 3.29); and regular checking of student ID and uniform (with a mean score of 3.28).

**Table 12**

***Comparative presentation of students' level of satisfaction on Maintenance and Sports for AY 2015-2016 and AY 2016-2017***

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Maintenance of facilities and equipment such as faucets, toilets, chairs, tables, etc.	2.87	Satisfied	2.95	Satisfied
Availability and proper label of waste cans	3.07	Satisfied	3.16	Satisfied
Practice of proper waste management (biodegradable, non-biodegradable)	2.91	Satisfied	3.08	Satisfied
Maintenance of the drainage system	2.92	Satisfied	3.09	Satisfied
Availability of sports equipment and facilities	3.09	Satisfied	3.19	Satisfied
<b>Overall Mean</b>	<b>3.15</b>	<b>Satisfied</b>	<b>3.24</b>	<b>Satisfied</b>

There was an overall increase in the students' level of satisfaction on maintenance and sports for AY 2015-2016 and AY 2016-2017 by .08. The top three indicators that contributed to the increase are the availability of sports equipment and facilities, availability and proper labeling of waste cans, and maintenance of the drainage system.

**Table 13**  
**Comparative presentation of students' level of satisfaction on the Finance Office for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Services of the Finance Staff				
Payment (Treasury)	3.18	Satisfied	3.29	Very satisfied
Request of funds/refunds (Accounting)	3.11	Satisfied	3.26	Very satisfied
Verification of student accounts	3.20	Satisfied	3.33	Very satisfied
Attentiveness to student's queries	3.20	satisfied	3.33	Very satisfied
Payment facility	3.23	Satisfied	3.36	Very satisfied
<b>Overall Mean</b>	<b>3.10</b>	<b>Satisfied</b>	<b>3.31</b>	<b>Very satisfied</b>

Table 13 shows the comparative presentation of students' level of satisfaction on the Finance Office for AY 2015-2016 to AY 2016-2017. An increase of .20 in the over-all evaluation of students from AY 2015-2016 to AY 2016-2017 proved that the level of satisfaction improved from *Satisfied* (with a mean score of 3.10) to *Very Satisfied* (with a mean score of 3.31). Significantly all indicators also increased from *Satisfied* to *Very satisfied*.

**Table 14**  
**Comparative presentation of students' level of satisfaction on the Campus Ministry for AY 2015-2016 and AY 2016-2017**

Indicators	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Masses and Novenas	3.61	Very satisfied	3.64	Very satisfied
Schedule of masses	3.61	Very satisfied	3.63	Very satisfied
Retreat/recollection	3.57	Very satisfied	3.63	Very satisfied
Conduciveness of UA Chapel for prayer and reflection	3.63	Very satisfied	3.66	Very satisfied
<b>Overall Mean</b>	<b>3.61</b>	<b>Very satisfied</b>	<b>3.64</b>	<b>Very satisfied</b>

Table 14 shows the comparative presentation of students' level of satisfaction on the Campus Ministry Office for AY 2015-2016 to AY 2016-2017. An increase of .03 in the over-all evaluation of students from AY 2015-2016 to AY 2016-2017, the level of satisfaction was maintained from a mean score of 3.61 in AY 2015-2016 to a mean score of 3.64 in AY 2016-2017.

**Table 15 Students' overall level of satisfaction on Student Services for AY 2015-2016 and AY 2016-2017**

Student Services	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Guidance and Admissions Office	3.23	Satisfied	3.30	Very satisfied
College/School (Dean's Office)	3.31	Very satisfied	3.35	Very satisfied
Registrar's Office	3.21	Satisfied	3.26	Very satisfied
College Library	3.32	Very satisfied	3.36	Very satisfied
Student Affairs	3.09	Satisfied	3.20	Satisfied
Center for Information Technology and Laboratories	2.89	Satisfied	3.01	Satisfied
Bookstore	3.25	Very satisfied	3.26	Very satisfied
Medical/Dental	3.09	Satisfied	3.07	Satisfied
Food Court	2.79	Satisfied	2.92	Satisfied
Photo Lab.	3.28	Very satisfied	3.31	Very satisfied

Student Services	AY 2015-2016		AY 2016-2017	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Security	3.14	Satisfied	3.25	Very satisfied
Maintenance and Sports	3.15	Satisfied	3.24	Satisfied
Finance Office	3.19	Satisfied	3.31	Very satisfied
Campus Ministry	3.61	Very satisfied	3.64	Very satisfied
<b>Overall Mean</b>	<b>3.15</b>	<b>Satisfied</b>	<b>3.25</b>	<b>Very satisfied</b>

Table 15 illustrates the over-all level of satisfaction of student services for AY 2015-2016 and AY 2016-2017. An increase of .10 from a rating of *Satisfied* (with a mean score of 3.15) to a rating of *Very satisfied* (with a mean score of 3.25) is indeed worth noting; thus, a significant difference in the levels of satisfaction of students between AY 2015-2016 and AY 2016-2017 exists. This could be attributed to the continuous efforts of all student service units to improve the kind of service delivered to every student. Four offices, specifically the Guidance and Admissions Office, Registrar's Office, Security, and Finance Office, have increased students' level of satisfaction from *Satisfied* (with mean scores of 3.23, 3.21, 3.14, and 3.19, respectively in AY 2015-2016) to *Very satisfied* (with mean scores of 3.30, 3.26, 3.25, and 3.31, respectively in AY 2016-2017).

Meanwhile, students' level of satisfaction in almost all offices has retained the same for two consecutive school years, but mean scores improved from AY 2015-2016 to AY 2016-2017. These offices include Student Affairs (from a mean score of 3.09 in AY 2015-2016 to a mean score of 3.20 in AY 2016-2017), Center for Information Technology and Laboratories (from a mean score of 2.89 to a mean score of 3.01), Food Court (from a mean score of 2.79 to a mean score of 2.92), Maintenance and Sports (from a mean score of 3.15 to a mean score of 3.24). Only the Dental/Medical services decreased in rating from a mean score of 3.09 in AY 2015-2016 to a mean score of 3.07 in AY 2016-2017; however, the level of satisfaction did not change, and students remained *Satisfied* with the specified offices. The same could be said the following offices where students remained *Very satisfied*: College/School Dean's Office (from a mean score of 3.31 to a mean score of 3.35), College Library (from a mean score of 3.32 to a mean score of 3.36), Bookstore (from a mean score of 3.25 to a mean score of 3.26), Photo Lab (from a mean score of 3.28 to a mean score of 3.31), and Campus Ministry (from a mean score of 3.61 to a mean score of 3.64).



Indeed, an improvement in student services is an indicator of an increase in students' level of satisfaction.

**Table 16**  
***Identified themes based on the strengths and weaknesses of Student Services for AY 2015-2016***

Themes	F	Strengths	Weakness	Rank
Catholic identity	0	0	0	
Customer satisfaction	67	58	9	4
Employee attitude	32	1	31	6
Employee qualification	2	0	2	13
Facilities acquisition	94	0	94	2
Facilities maintenance and improvement	152	0	152	1
Management	16	1	15	8.5
Policy review and implementation	27	0	27	7
Service availability	16	0	16	8.5
Service quality	34	0	34	5
Student Development activities	6	0	6	11
Student discipline	5	0	5	12
Supplies availability	0	0	0	
School fees review	9	0	9	10
WiFi connection	88	0	88	3
<b>Total</b>	<b>548</b>	<b>60</b>	<b>488</b>	

Table 16 shows the identified themes based on the strengths and weaknesses of student services for AY 2015-2016. Among the identified themes, the top three weaknesses are facilities maintenance and improvement (frequency = 151), facilities acquisition (frequency = 94) and wifi connection (frequency = 88), while the top three strengths are customer satisfaction (frequency = 58), management and employee attitude (frequency = 1). All in all, the top three themes among those identified are facilities maintenance and improvement (frequency = 151), facilities acquisition (frequency = 94), and WiFi connection (frequency = 88).

**Table 17*****Identified themes based on the strengths and weaknesses of Student Services for AY 2016-2017***

Themes	Frequency	Strengths	Weakness	Rank
Catholic identity	2	2	0	13
Customer satisfaction	47	47	0	3
Employee attitude	22	4	18	6.5
Employee qualification	1	0	1	14
Facilities acquisition	19	0	19	8
Facilities maintenance and improvement	128	23	105	1
Management	22	0	22	6.5
Service availability	28	0	28	5
Service quality	33	2	31	4
Student development activities	7	0	7	9
Student discipline	11	1	10	12
Supplies availability	5	0	5	11
School fees review	6	0	6	10
WiFi connection	71	0	71	2
<b>Total</b>	<b>402</b>	<b>79</b>	<b>323</b>	

Table 17 shows the identified themes based on the strengths and weaknesses of student services for AY 2016-2017. Among the identified themes, the top three weaknesses are facilities maintenance and improvement (frequency = 105), WiFi connection (frequency = 71) and service quality (frequency = 31), while the top three strengths are customer satisfaction (frequency = 47), management (frequency = 23) and employee attitude (frequency = 4). All in all, the top three themes among those identified are facilities maintenance and improvement (frequency = 128), wifi connection (frequency = 71) and customer satisfaction (frequency = 47).

**Table 18*****Comparative presentation of the identified themes based on the strengths and weaknesses of Student Services between AY 2015-2016 and AY 2016-2017***

Themes	2015-2016		2016-2017	
	Strengths	Weaknesses	Strengths	Weaknesses
Catholic identity	0	0	2	0
Customer satisfaction	58	9	47	0
Employee attitude	1	31	4	18
Employee qualification	0	2	0	1
Facilities acquisition	0	94	0	19
Facilities maintenance and improvement	0	151	23	105

Management	1	15	0	22
Service availability	0	16	0	28
Service quality	0	34	2	31
Student development activities	0	6	0	7
Student discipline	0	32	1	10
Supplies availability	0	0	0	5
School fees review	0	9	0	6
WiFi connection	0	88	0	71
<b>TOTAL</b>	<b>60</b>	<b>487</b>	<b>79</b>	<b>323</b>

Table 18 reflects the comparative presentation of the identified themes based on the strengths and weaknesses of student services between AY 2015-2016 and AY 2016-2017. Of the identified themes, two among the top three themes that surfaced as the strengths of the student services are *customer satisfaction* (with a frequency of 58 in AY 2015-2016 and a frequency of 47 in AY 2016-2017), and *employee attitude* (with a frequency of 1 in AY 2015-2016 and a frequency of 4 in AY 2016-2017).

Meanwhile, two out of the top three themes considered as weaknesses of student services are facilities maintenance and improvement (with a frequency of 151 in AY 2015-2016 and a frequency of 105 in AY 2016-2017) and WiFi connection (with a frequency of 88 in AY 2015-2016 and a frequency of 71 in AY 2016-2017).

It must be noted however that though the themes considered weaknesses of the student services remained the same for two consecutive school years, the scores decreased from 151 to 105 for facilities maintenance and improvement and from 88 to 71 for WiFi connection, which may be attributed to the improvements done by the university to pay heed to students' evaluation seriously, thus upscaling service quality and experience (from zero frequency in AY 2015-2016 to a frequency of 2 in AY 2016-2017).

### Level of Satisfaction of Students on Student Services

The level of satisfaction of students on student services in the AY 2015-2016 and AY 2016-2017 has increased from *Satisfied* to *Very satisfied*, particularly the Guidance and Admissions Office, Office of the University Registrar, Security, and Finance Office. Students are still *Very satisfied* with the following offices where the over-all computed mean has increased: College/School Dean's Office, College Library, Bookstore, Photo Laboratory, and Campus Ministry. Meanwhile, students are *Satisfied* with the following offices with an increase in their over-all computed mean: Student Affairs, Food Court and Maintenance, and Sports. Only one office, the Medical/Dental Services, which decreased its over-all computed mean from 3.09 to 3.07, but students have remained *Satisfied*.

### Comparative Evaluation on Student Services

There is a significant difference in the level of satisfaction of students on student services. The increase in the over-all computed means of 3.15 in the AY 2015-2016 to 3.25 in the AY 2016-2017 shows such improvement. This identified increase in the level of satisfaction of students can be attributed to the positive actions taken by concerned offices.

## Strengths and Weaknesses of Student Services

Based on the identified themes, the strengths of the student services in the AY 2015-2016 are *customer satisfaction* which falls under the Quality Management Office, *employee attitude* under the Human Resource Development Office and *management* under the Office of Student Affairs, while the weaknesses of the student services are *facilities maintenance and improvement* and *facilities acquisition* under the Physical Plant and General Services and *WiFi connection* under the CITL (now Office of Management Information Systems and Services).

Meanwhile, the strengths of the student services in the AY 2016-2017 are *customer satisfaction*, which is under the Quality Management Office, *facilities maintenance and improvement* under the Physical Plant and General Services and *employee attitude* under the Human Resource Development Office.

If students are satisfied with their student services, it will improve their academic experience at the university. This is supported in the study conducted by Ciobaru (2013), stressing the role of student services in supporting the student experiences (academic, social, welfare, and support) from admission to graduation. Furthermore, it was highlighted Ciobaru that the delivery of student services is influenced by the beliefs and values of the employed staff.

After identifying the themes which emerged from the data analysis from students' comments, the researchers came up with a proposed student development plan highlighting the themes as below stated: **Catholic Identity, Customer Satisfaction** (with two sub-themes: *Service Availability* and *Service Quality*), **Employee Attitude, Employee Qualification, Facilities Management** (with two sub-themes: *Facilities Acquisition* and *Facilities Maintenance and Improvement*), **Management, Student Development** (with three sub-themes: *Activities, Discipline, and Welfare*), **Fiscal Management** (with two sub-themes: *Supplies Availability* and *School Fees Review*), and **WiFi Connection**.

Indeed, student services play a vital role in improving the academic experience of students. Thus, it may be concluded that the more universities can invest in a wide range of services the better they will be able to meet the needs of student development and learning, managing among others, therefore to maintain a high index of student satisfaction and to reduce the level of university dropout rate.

In light of the findings, the following are recommended:

The University Planning Committee may consider adopting the proposed Student Development Plan or use it as a springboard on which more innovative and student-responsive strategies can be generated.

Further exploration can be done to determine the correlation, if not the cause-and-effect relationship between students' academic performance and their satisfaction rating on student services. Does service satisfaction affect positively, negatively, or not at all the academic performance and up to what extent? Outputs of this research will help in determining how much premium should be given to student services.

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