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Satisfaction on the implementation of student services

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Abstract

The quality of services provided by a Higher Education Institution (HEI) plays a vital role in the development of an individual. The study determined the students' level of satisfaction on the implementation of the student services of Ilocos Sur Polytechnic State College. It further identified the profile of the respondents, significant relationship between the profile and the level of satisfaction on the implementation of the student services, significant difference on the level satisfaction on the implementation of the student services between and among campuses. Descriptive design was used with 366 respondents. Data were obtained through the use of a questionnaire and were

analyzed using mean and percentage, frequency count simple bivariate correlation, multivariate Anova, Tukey post hoc and Duncan and Chi square. Results revealed the dominance of female in the population. Most of them are single, Roman Catholic, and in their junior year. Student are highly satisfied with the services. Year level, age and religion revealed as predictors on the level of satisfaction on the implementation of student services. Sta. Maria and Tagudin campuses showed significant difference on students' satisfaction on the implementation of Housing Services and Social Community and Multi-Faith Services.

Keywords: Satisfaction, Implementation, Student Services

Introduction

Students are the driving force behind the construction of educational institutions. As a result, the school bears duty for assisting the family and other social institutions in the development of the students' whole personalities. A student services program is established as an integral aspect of institutional effectiveness to achieve this goal. Student support and services enhance higher educational institution program offerings. HEIs should therefore firm their commitment in serving and anticipating students' demands. How colleges and universities identify and satisfy their numerous clients will increasingly decide their future success.

Every Higher Education Institution (HEI) is duty bound to develop individuals into productive citizens of the country and the globe. Its responsibilities include not only work skill education and development, but also the learning of life skills and values. Individuals created by educational institutions should be able to positively contribute to the advancement of their country and the improvement of human conditions. As a result, student affairs and services must target this end goal of producing citizens who are fit to the country's and humanity's goals in a systematic and purposeful manner. Higher education institutions must provide a variety of student-centered activities and services to complement academic instruction in order to promote holistic and well-rounded student development and active participation. Understanding student satisfaction with their student services department can be useful for institutions of higher education to help them to identify their strengths and pinpoint areas that could be improved. Determining student satisfaction should go beyond simply understanding their perception of student services, however. It should entail an in-depth focus on the student experience. To understand the experience fully, it is not enough to know how much students are satisfied with student services. It is important to understand what factors contribute to student satisfaction, how student services departments are developed, models of student affairs that colleges and universities can use, and how the needs of students can be addressed by the services offered (Rudge, 2014) ^[1].

Organizations, irrespective of their industry, focus on the quality of services provided because of its integral role in developing competitive advantage and in attracting new and retaining existing customers (Ugboma *et al.*, 2007) ^[2]. Similarly, within the higher education context, provision of quality services is one of the most important priorities of educational institutes around the world (Trivellas, 2012) ^[3].

Higher education is a fast-growing service industry and every day it is more and more exposed to globalization processes (Damme, 2001^[4]; O'Neil & Palmer, 2004)^[4, 5]. Service quality, emphasizing student satisfaction, is a newly emerging field of concern. In order to attract students, serve their needs and retain them, higher education providers are actively involved in understanding students' expectations and perceptions of service quality.

In the changing business environment, customers' service experience has become a new dominant logic that drives the service businesses, and inspires service providers to design, offer, evaluate and measure memorable service experience (Khan & Metri, 2011)^[6]. They often need to adapt techniques of measuring the quality of their services just like in the business sector. Most conceptual frameworks for measuring service quality are based on marketing concepts (Gummesson, 1991)^[7]. In service businesses and among makers of products that require dependable service, excellence in customer service is the hallmark of success (Zeithaml *et al.*, 1990)^[8].

Student learning and success is the common philosophical ground area for the partnership between academic and student affairs. The centrality of the focus of student learning is clearly evident for academic affairs. All academic resources, such as classrooms and libraries, focus on student learning. The niche of student affairs, however, has changed over the past seventy years (Colwell, 2006)^[9]. In the past the role of student affairs has been to support the student so that they can accomplish their academic and intellectual goals. Currently there is more of an emphasis on the idea that facilitating student learning encompasses fostering the success of the social, emotional, physical, spiritual, and vocational, as well as intellectual goals of the student. Rather than simply supporting the academic mission, student affairs professionals are also educators, "the faculty for the non-academic classroom." Many institutions of higher education are hesitant to consider themselves as customer-driven entities. Even the suggestion of the term customer can arouse many emotions, preconceptions, and misconceptions. The idea that students are partners in developing and delivering quality education threatens the historic, traditional academic role of faculty as purveyor or knowledge (Maguad, 2007)^[10].

Student services today have become wider in scope, its primary purpose is to complement and enhance the college's central educational mission. Its concurrent goal is to develop an effective support community within each residence hall that reflects and addresses the broad range of student experiences, life within a rigorous academic environment and concerns for the future. Hence, it is imperative for the learning institutions to focus intense attention in such concerns of fulfilling an important role in helping students in making transitions and empowering them to make decisions.

The Ilocos Sur Polytechnic State College (ISPSC), as a higher education institution has a mandate to render quality student services to its clientele. As a state college, its vision as an institution for total human development is clearly expressed; thereby, it is expected to produce quality graduates who will sustain the progress and development of their respective communities, in particular and of the country, in general. And the attainment of this vision hinges on the quality and exceptional service delivery to its clientele.

The satisfaction of stakeholders along the student services of ISPSC has not yet been fully evaluated system wide. It is then high time to conduct an investigation to objectively gauge the satisfaction of students on the student services of the college in order to determine the areas of strengths and weaknesses to serve as basis of the administration, heads of services and the faculty in enhancing and developing genuine services for the students and for the community in general.

Literature review

The study of Hanaysha *et al.* (2011)^[11] evaluates student satisfaction on services catered by Higher Education Institution (HEI). It revealed that students are satisfied with school facilities. Generally, the study indicates that student's satisfaction is correlated to the five dimensions of service quality considered in the study.

In the same vein, Patalinghug *et al.*, (2021)^[12] determined the satisfaction level of Bachelor of Science in Criminology students on the school services offered in J.H. Cerilles State College (JHCSC). Results indicate that library and guidance services have the highest level of satisfaction rating while school canteen and criminology laboratory received the lowest students' satisfaction. Generally, the students were satisfied with the services offered by those offices that directly attended to their academic and emotional needs. Rahman *et al.*, on the other hand, examined the level of students' satisfaction toward the services (i.e., accommodation facilities, transportation facilities, and recreation and sports facilities) provided by the public universities in Bangladesh. The findings revealed that recreation and sports facilities have the strongest impact on students' satisfaction in the public universities in Bangladesh. Transportation facilities also have positive and significant impact on student's satisfaction. However, the study found a negative correlation between accommodation facilities and students' satisfaction indicating that students are not satisfied with the accommodation facilities provided by the public universities.

Students' satisfaction

Researchers like Oliver (1981)^[14]; Brady and Robertson (2001)^[15]; Lovelock, Patterson and Walker (2001)^[16] conceptualize customer satisfaction as an individual's feeling of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations.

Community colleges are faced with providing services for students with various academic and background characteristics. Many students are often in periods of transition as they return to school. Decker (2013)^[17] surmises that this is the time for college personnel to assist them with transition to more complex ways of thinking. This involves validating their current level but encouraging them to move to the next. To ease the transition, it's crucial that community colleges provide enough support activities and services. Schulz and Szekeres (2008)^[18] emphasized in their paper that one of the challenges facing those responsible for service provision in universities is ensuring that service is provided at the right point in the organisation. Service delivery points can exist at the school/department level, faculty/division level or central unit/university wide level. This does not always follow organizational logic, common sense, the interests of stakeholders, or an organizational

service strategy or plan. Many universities have established 'one-stop shops' for student services. These have taken many forms and include a range of services, from student administration and student support services, to information technology support and cashier/student financial services. Different management arrangements, including the use of service agreements, have also been used across the sector in Australia. There are additional levels of complexity caused by multiple campuses, differences in the composition of the student body, differences in teaching arrangements, organizational structures and resource arrangements. This paper focuses on student administration and support services.

Implementation of Student Services

In the context of multicultural academic diversity, stimulated by globalization, it is necessary for all aspects of university life, student services included, to meet these new challenges. Many aspects of student life, on an academic, social or cultural level, become more difficult to understand and manage with a population that finds itself in a state of continual growth and diversification (Audin and Davy, 2003) ^[19]. To this effect, the creation of efficient student services that are focused on its necessities, in order to provide the required support for academic activity and stimulate personal, social, cultural and cognitive development, is needed. The role of these student services is influenced by the beliefs and values of the employed staff, by the manner in which the policies are elaborated, by the content of curriculum and services, and by the degree of knowledge regarding the development of the students and the way in which the environment outlines their behaviour. Supporting and enhancing the student experience (academic, social, welfare and support) from first contact through to becoming alumni is critical to success in higher education today for both the student and the institution.

Ciobanu (2013) ^[20] forwarded the conclusions that the student services value needs greater recognition, support and development in the interests of all students. Student services contribute to the quality of students learning experience and their academic success, contribute as well at university dropout rate decrease and to the increase of student's life diversity, encouraging and establishing open method of making rational decisions and also resolving conflicts and prepare students for active involvement in society. For the development of this aspects, it is required that there is a focus on fostering student involvement as both users and beneficiaries. The role of student services is influenced by relation with higher education institution and students. The composition of the student group, the knowledge and beliefs of academic staff and administrative staff influences the manner and responsibility in which the student programs and services are delivered.

As indicated in the study of Rudge (2014) ^[1] students often felt that professional staff was limited by administrators in terms of how extensive they could be with the assistance they provided to students. Participants also inadvertently indicated that they are often not given full disclosure on how certain processes work in Student Services. For example, several participants indicated that while they were not given incorrect information by Registration and Financial Records, the process and expectations were not explained in depth. Additionally, participants shared that it is their perception

that counselors are inundated with other tasks (such as academic advisement) that prevent them from providing Examining Student Satisfaction 39 counseling services to students. Another area that students indicated was of concern was the ability of professional staff to relate to students of color regarding certain issues.

Ensuring students' satisfaction is an important and integrated part of higher education system because the success of a higher educational institution depends on its students' satisfaction (Marzo, 2013) ^[21]. However, in the context of higher education, the concept of students' satisfaction is a critical issue, which has several dimensions. As a result of their study, Elliott and Healy (2001) ^[22] revealed that education service factors and students' satisfaction are closely related to each other. The study reported that high quality education services result in higher level of students' satisfaction and vice versa. The study of Manzoor (2013) ^[23] determined the education service factors that affect students' satisfaction in higher educational institutions in Pakistan. The study selected three main service factors, namely, accommodation, transportation, and sports. The findings showed that transportation and sport facilities had a positive impact on students' satisfaction. On the other hand, the impact of accommodation facilities on students' satisfaction was found to be significantly low.

Statement of the problem

This study generally aimed to determine the level of students' satisfaction on the implementation of student services at Ilocos Sur Polytechnic State College.

Objectives

- What is the profile of the respondents in terms of:
 - a. age,
 - b. sex,
 - c. year level, and
 - d. religion?
- What is the level of satisfaction on the implementation of the following student support services:
 - a. Student Organization,
 - b. Student Publication,
 - c. Guidance Services,
 - d. Medical dental/Health services,
 - e. Scholarship grants and financial services.
 - f. Housing Services,
 - g. Food services,
 - h. Sports Development Services,
 - i. Security and Safety Services,
 - j. Social, Community and Multi-faith Services, and
 - k. Student Discipline and Career Placement Services?
- Is there a significant relationship between the profile of the respondents and the level of satisfaction on the implementation of student services?
- Is there a significant difference the level of satisfaction on the implementation of student services between and among the six campuses?

Time and Place

This study was conducted at the six campuses of Ilocos Sur Polytechnic State College.

Methodology

Research design

The study uses the descriptive research design. It described the profile of the respondents, the level of students' satisfaction on the implementation of student support services and significant correlations between the students' profile and the students' level of satisfaction on the implementation of student services.

Research instrument

To gather the necessary data to answer the queries raised in this study, a survey questionnaire adapted from Avila (2013) was utilized. The questionnaire was modified to suit the existing services of the College. This questionnaire contains the different student services as stipulated in CMO #9 series of 2013 known as the Enhanced Policies and Guidelines on Students Affairs.

Population and locale

The respondents of this study were the 366 students from the six campuses of Ilocos Sur Polytechnic State College who were randomly selected and the total sample was determined through Slovin's formula and broken down as follows:

Table 1: Distribution of Respondents per Campus

| Campus | Frequency | % |
|------------|-----------|-------|
| Candon | 21 | 5.7 |
| Santiago | 15 | 4.1 |
| Narvacan | 8 | 2.2 |
| Tagudin | 129 | 35.2 |
| Sta. Maria | 166 | 45.4 |
| Cervantes | 27 | 7.4 |
| Total | 366 | 100.0 |

Data gathering procedure

The researcher obtained the data and information through the use of a validated questionnaire which is composed of two parts. First part of which elicited the profile of the respondents while the second part obtain the items pertaining to the implementation of the student services namely: Student Organization, Student Publication, Guidance Services, Medical dental/Health services, Scholarship grants and financial services. Housing Services, Food services, Sports Development Services, Security and Safety Services, Social, Community and Multi-faith Services, Student Discipline and Career Placement Services.

Statistical treatment of data

Frequency count and percentage employed: in describing the profile of the respondents and the ratings obtained by the services of the college.

Simple bivariate correlation: was utilized to determine the significant relationship between the respondents' profile and the students' level of satisfaction on the implementation of student support services.

Multivariate Anova: was employed to determine the significant difference on the level of satisfaction on the implementation of student services between and among the

six campuses.

Tukey Post Hoc and Duncan: were utilized to determine which among the campuses significantly differ from one another.

Chi square: was employed to determine relationship between the dependent variables and nominal independent variables.

Data Categorization

Students' level of Satisfaction on ISPSC Service

| Rating | Statistical Limit | Descriptive Rating |
|--------|-------------------|-----------------------------|
| 5 | 4.21-5.00 | Very Highly Satisfied (VHS) |
| 4 | 3.41-4.20 | Highly Satisfied (HS) |
| 3 | 2.61-3.40 | Moderately Satisfied (MoS) |
| 2 | 1.81-2.60 | Fairly Satisfied (FS) |
| 1 | 1.00-1.80 | Not Satisfied (NS) |

Results

Profile of the respondents

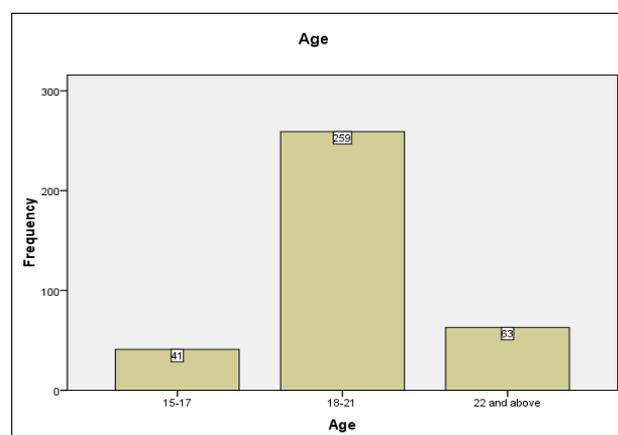


Fig 1: Age of the respondents

As presented in fig 1, majority of the respondents fall on the age bracket of 18-21 with a frequency of 259 or 70.8% followed by 63 or 17.2% of the respondents who belong to the age bracket 22 and above. The lowest frequency is distributed to the age 15-17 with 41 or 11.2%. This result implies are already in their senior year. The usual age of a student graduating in college as shown in their personal record obtained at the registrar's office is 20 to 21.

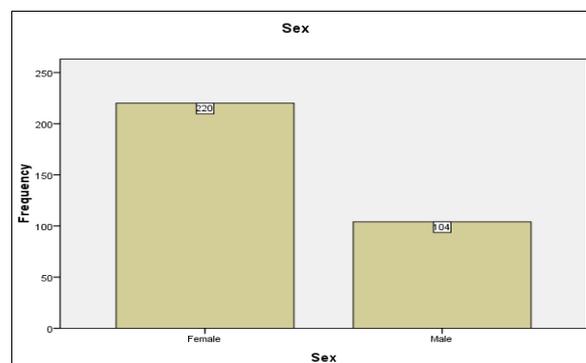


Fig 2: Sex of the respondents

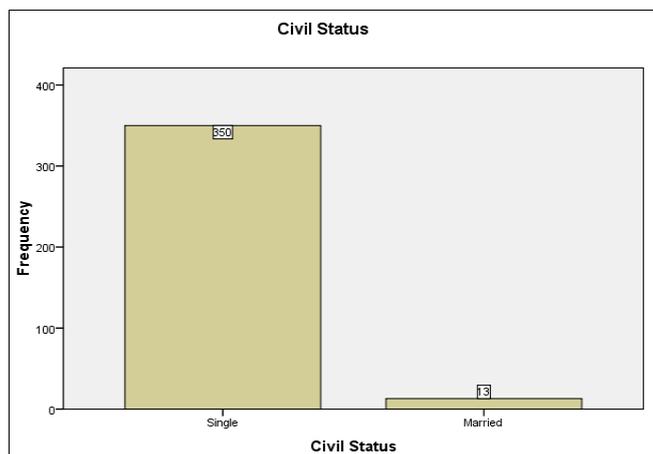


Fig 3: Civil status of the respondents

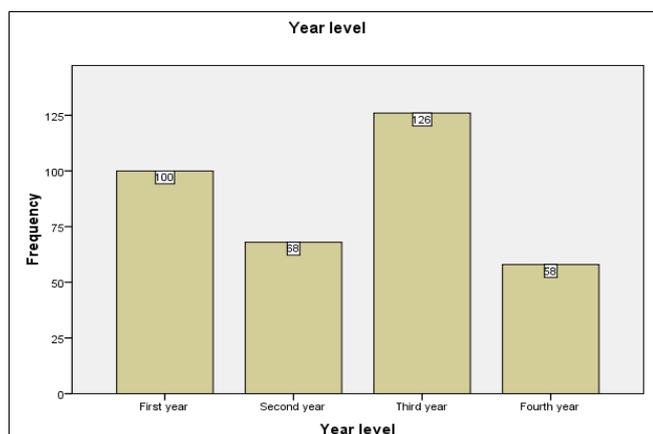


Fig 4: Year level of the respondents

Fig 2 presents the sex distribution of the respondents. Dominating the figure in terms of sex are the female respondents with 220 or 67.03% of the total population. The male respondents, on the other hand, have 100 or 28.4%. Considering the population of the six campuses, there were more females than males. This result implies that officially, there are more female enrollees in the different programs of the College. This result may be attributed to the fact that

young males are more focused in earning money using their physical strength even at an early age. This finding with Mubeen’s, Saeed’s and Arif’s (2013) [24] studies who disclosed that there are more girls enrolled than boys in public schools.

The fig 3 presents the civil status of the respondents. Results show that majority of the respondents are single with a frequency of 350 or 95.6% while only 13 or 3.6 are married. Such result proved that college students are into college life and not to a married life.

As manifested in the fig 4, 126 or 34.4 are on the third-year level followed by 100 or 27.3% are students who are first year college while 68 or 18.6% are on their sophomore year in college and 58 or 15.8% are on their fourth-year level.

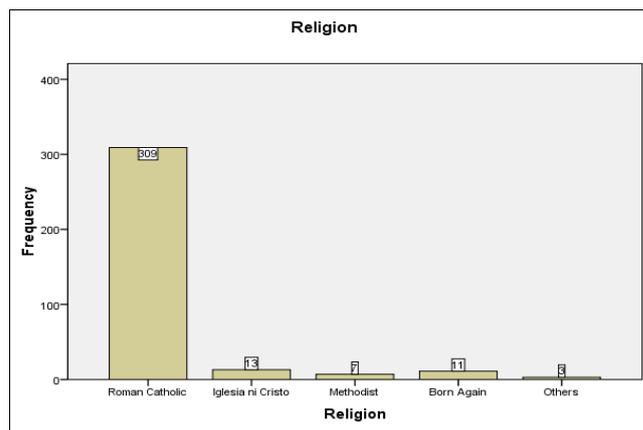


Fig 5: Religion of the respondents

When it comes to the respondents’ religious affiliation, the figure reveals that majority of the respondents are Roman Catholics with a frequency of 309 or 84.4% followed by 13 or 3.6% respondents belong to Iglesia ni Cristo, 11 or 3.0 % of the total population are affiliated with Born Again while or 1.9% are Methodists and 3 or 0.8% of the population belong to other religion. It reveals that Roman Catholics dominate when compared to the other religious sectors.

Level of Satisfaction on the Implementation of the student support services

Table 2: Level of satisfaction on the implementation of student services along organization

| | N | Mean | Std. Deviation | DR |
|---|-----|--------|----------------|-----|
| 1. Information on processes and procedures for organizational management are disseminated. | 365 | 3.60 | .864 | HS |
| 2. Information on processes and procedures in conducting activities is provided. | 366 | 3.66 | .843 | HS |
| 3. Projects and activities are varied to cater to students’ needs. | 365 | 3.55 | .858 | HS |
| 4. Up-to-date files, records, document are available for ready reference. | 363 | 3.52 | .883 | HS |
| 5. Students are updated regularly with organization’s projects and activities. | 366 | 3.59 | .937 | HS |
| 6. Regular consultations with the students are conducted on matters concerning students’ welfare. | 364 | 3.45 | .853 | HS |
| 7. An office is provided for student organizations. | 365 | 3.64 | .898 | HS |
| 8. Budget for student activities is properly allocated | 365 | 3.23 | 1.023 | MoS |
| Average | 366 | 3.5305 | .64017 | HS |

Legend: 3.41- 4.20 Highly Satisfied (HS), 2.61-3.40 Moderately Satisfied (MoS)

Table 2 indicates that item *Information on processes and procedures in conducting activities is provided* obtained the highest mean of 3.66 followed by the item *an office is provided for student organizations* with a mean of 3.64 both described as Highly Satisfied while the item *budget for student activities is properly allocated* “received the lowest mean with 3.23 described as Moderately Satisfied. Over all, the mean obtained is 3.53 which is described as Highly

Satisfied. The result implies that students are well informed regarding the activities being conducted in school that are initiated by various organizations mandated and accredited respectively. Students who participated in student organizations viewed involvement as a significant element of their socialization and academic persistence that provide participants with resources to excel in their academic environments (Flowers, 2004) [25]. Flowers further suggested

that participants are likely to continue towards achieving or completing their degree as long as they remain committed to the organization. The more students participate in student

organizations, the more they are likely to improve essential abilities that will be useful in the real-world setting (Patterson, 2012)^[26].

Table 3: Level of satisfaction on the implementation of student services along publication

| | N | Mean | Std Deviation | Descriptive Rating |
|--|-----|--------|---------------|--------------------|
| 1. Student publication is encouraged by administration as vehicle for student’s opinion. | 363 | 3.50 | .987 | HS |
| 2. It provides a ground for creative writing and affords training for journalistic skills. | 365 | 3.49 | .925 | HS |
| 3. The number of issues published per semester satisfies students’ information needs. | 361 | 3.42 | .963 | HS |
| 4. It is independently managed b staff. | 363 | 3.44 | .985 | HS |
| 5. Budget for publication is provided. | 364 | 3.44 | 1.017 | HS |
| Average | 366 | 3.4561 | .79486 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

Table 3 shows that item *Student publication is encouraged by administration as vehicle for student’s opinion* got the highest mean of 3.50 while the item *The number of issues published per semester satisfies students’ information needs* got a mean rating of 3.49 both items are described as Highly Satisfied. The overall average for the service, student publication is 3.45 described as Highly Satisfied. This result implies that students are knowledgeable of the services

catered by the school publication. Their high satisfaction is a manifestation of their appreciation of the purpose of the school publication and what it can do to the College and to the students in general. Thus, result can be due to the fact that the College sustains its campus papers. It fully recognizes its importance as a platform for community discussion.

Table 4: Level of satisfaction on the implementation of student services along guidance services

| | N | Mean | Std. Dev | DR |
|---|-----|--------|----------|----|
| 1. The guidance program is disseminated to the students. | 364 | 3.80 | .874 | HS |
| 2. The counselor is qualified by education/training. | 365 | 3.84 | .951 | HS |
| 3. Time is adequately allotted for guidance/counseling. | 362 | 3.69 | .895 | HS |
| 4. The space provided for the guidance office is accessible. | 365 | 3.76 | .924 | HS |
| 5. Files and records of students are readily available and are kept confidential. | 365 | 3.79 | .932 | HS |
| Average | 366 | 3.7790 | .72729 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

Table 4 reflects that the highest mean rating is given to item “the counsellor is qualified by education/ training with a mean of 3.84 followed by the item “The guidance program is disseminated to the student with a mean of 3.80 both obtained a Highly Satisfied description while the lowest rating 3.69 obtained by the item ‘Time is adequately allotted for guidance/counselling” which is described as Highly Satisfied. The average mean for guidance services is 3.7 described as Highly Satisfied. This finding implies that students need more time for guidance and counselling services. Guidance and counselling services are indispensable parts of any higher education institution. They become increasingly important in the context of students

who are faced with multiple adjustment challenges when studying and need support. Though students are already in a higher level of their schooling the more that their lives become more complicated. Some students go to guidance office for career counselling or they go for academic advice. Guidance services in tertiary institutions are highly needed in areas such as helping to curb juvenile delinquencies and other forums of social maladjustment behaviour, including use of dangerous drugs, practice of cultism and its associated dangers, help in areas of poor and lack of hostel facilities, inefficient and irregular transportation for students (OECD Thematic review of Tertiary Education, 2006)^[31].

Table 5: Level of satisfaction on the implementation of student’s services along medical-dental/health services

| | N | Mean | Std. Deviation | DR |
|---|-----|------|----------------|-----|
| 1. The Medical-Dental are disseminated to the students. | 365 | 3.60 | 1.079 | HS |
| 2. The Medical-Dental clinic is accessible to the students. | 364 | 3.67 | 1.050 | HS |
| 3. The activities/services offered meet the varying health needs of the students. | 364 | 3.63 | 2.290 | HS |
| 4. The staff are qualified by education and training. | 365 | 3.84 | .961 | HS |
| 5. Medical and Dental examinations and minor procedures are rendered to all students and personnel of the University. | 364 | 3.55 | 1.047 | HS |
| 6. Medical/Dental unit provided with supplies, materials and equipment. | 364 | 3.57 | .989 | HS |
| 7. Medicines and first-aid materials are made available to students and personnel of the university. | 364 | 3.70 | .958 | HS |
| 8. Different laboratory tests are provided such as blood test, urinalysis, etc. | 364 | 3.10 | 2.376 | MoS |
| 9. Medical/Dental records are kept at the unit for references. | 360 | 3.59 | .952 | HS |
| 10. Up-to-date information on students’ health is available and at the same time parents/guardians are informed about their health condition especially whenever students have serious problem. | 362 | 3.50 | 1.059 | HS |
| 11. There is a continuing medical/dental program designed for diagnostic purposes, first aid and prevention and prophylaxis. | 359 | 3.31 | 1.075 | MoS |
| 12. First aid treatments during sports and other related activities are rendered. | 366 | 3.81 | .946 | HS |
| 13. Issuance of physically and mentally fit certificates to students enrolled in PE, ROTC, etc. is given after a | 364 | 3.51 | 1.085 | HS |

| | | | | |
|--|-----|--------|--------|----|
| medical and dental examination is performed. | | | | |
| Average | 366 | 3.5663 | .79612 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS), 2.61-3.40 Moderately Satisfied (MoS)

The highest mean 3.84 was rated to the item *The staff are qualified by education and training* obtained a Highly Satisfied rating followed by the item *First aid treatments during sports and other related activities are rendered* while the items *Different laboratory tests are provided such as blood test, urinalysis etc.* and *there is a continuing medical/dental program designed for diagnostic purposes, first aid and prevention* got the lowest means 3.10 and 3.31 respectively both obtained Moderately Satisfied rating.

These results imply that the need to avail of laboratory tests and medical check-up is highly demanded by the students due to the expensive cost of these services when availed outside the school. This result also conveys the real scenario that not all of the students in the different campuses can avail services of medical personnel specialist doctor and dentist because these medical personnel are based in the main campus.

Table 6: Level of satisfaction on the implementation of student services along scholarship grants and financial assistance

| | N | Mean | Std. Deviation | DR |
|---|-----|--------|----------------|----|
| 1. Linkages to locate possible scholarships with private and government agencies are established. | 363 | 3.89 | .883 | HS |
| 2. Available scholarships grants/privileges are disseminated. | 364 | 3.90 | .880 | HS |
| 3. Applicants are properly screened/ selected in accordance with criteria set by sponsoring individual/s/groups/agencies. | 363 | 3.80 | .888 | HS |
| 4. Grantees are monitored/evaluated every end of the semester. | 364 | 3.91 | .895 | HS |
| 5. Sponsoring agencies are informed about their grantees' status. | 363 | 3.85 | .888 | HS |
| 6. There is a person solely responsible to carry out the above functions. | 365 | 3.87 | .908 | HS |
| Average | 366 | 3.8684 | .72011 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

The item *Grantees are monitored/evaluated every end of the semester* got the highest mean of 3.91 followed by the item *Available scholarships grants/privileges disseminated* with a mean rating of 3.90 and the lowest mean is 3.85 that is given to the item "Sponsoring agencies are informed about their grantees status". All these three items are given a Highly Satisfied rating contributing to the average mean of 3.86 for scholarship grants and financial assistance described as Highly Satisfied. As gleaned from the result, the students' showed much satisfaction on the implementation of scholarship services. This implies that

benefits from their scholarships grants are received on time and they are benefited from all the programs and activities from these services.

This result can be attributed to the fact that services for scholarships are served effectively. ISPSC is soliciting the support of philanthropic groups, government agencies and educational institutions underwrite grants, offering them on the basis of personal characteristics, financial need, merit and other qualifications to assist poor but deserving students to finish tertiary education.

Table 7: Level of satisfaction on the implementation of services along housing services

| | N | Mean | Std. Deviation | DR |
|---|-----|--------|----------------|-----|
| 1. Students are provided with list of acceptable dormitories and boarding houses within the vicinity of the school. | 364 | 3.12 | 1.129 | HS |
| 2. Boarding houses and dormitories are safe, clean, affordable and conducive to learning. | 364 | 3.15 | 1.137 | MoS |
| 3. Regular assessment, monitoring and evaluation of dormitories and boarding houses are done. | 363 | 3.06 | 1.107 | MoS |
| 4. There are established policies in the operation of housing services. | 361 | 3.30 | 1.113 | MoS |
| 5. Dormitories and boarding houses are managed by competent and committed staff. | 360 | 3.23 | 1.139 | MoS |
| 6. Rules and regulations are properly imposed. | 360 | 3.33 | 1.126 | MoS |
| 7. Roster of all residents of dormitories and boarding houses are properly posted in conspicuous places. | 358 | 3.19 | 1.969 | MoS |
| 8. Boarding houses and dormitories within the vicinity of the school are organized into an association. | 359 | 3.07 | 1.119 | MoS |
| 9. Unscheduled visitation of authorities is conducted to the different boarding houses and dormitories within the vicinity of the school. | 356 | 3.05 | 1.131 | MoS |
| 10. The school coordinates with operators and owners of private boarding houses for students' housing needs and safeguards the student boarder's welfare. | 359 | 3.12 | 1.147 | MoS |
| Average housing services | 364 | 3.1594 | .97524 | MoS |

Legend: 3.41-4.20 Highly Satisfied (HS), 2.61-3.40 Moderately Satisfied (MoS)

The table shows that the top two items *Rules and regulations are properly imposed* and *There are established policies in the operation of housing services* with mean ratings of 3.33 and 3.30 respectively while the lowest mean ratings were items *Unscheduled visitation of authorities is conducted to the different boarding houses and authorities within the vicinity if the school*, *Regular assessment, monitoring and evaluation of dormitories and boarding houses are done*, *Boarding houses and dormitories within*

the vicinity of the school are organized into an association with mean ratings of 3.05, 3.06 and 3.07 respectively with an average mean of 3.15 all obtained a Moderately Satisfied description. This type of service requires security of the students as they are expected to be sheltered inside or outside the College but still monitored by the College. Policies governing dormitories inside and outside the school should be implemented in order to provide security to the students.

Table 8: Level of satisfaction on the implementation of student services along of food service

| | N | Mean | Std. Deviation | DR |
|---|------|--------|----------------|-----|
| 1. Food outlets are provided to students with the assurance of adequate safe, sanitary and healthful condition of food. | 364 | 3.52 | .969 | HS |
| 2. A periodic assessment on food is being done. | 360 | 3.39 | .970 | MoS |
| 3. A clean and comfortable place for serving food/meals is provided. | 363 | 3.55 | .934 | HS |
| 4. Food outlets within the university offer delectable cuisines that suit the taste of the university community. | 362 | 3.43 | .907 | HS |
| 5. Nutritious and well-balanced food/meals are served. | 361 | 3.58 | .922 | HS |
| 6. Food items/meals are affordable. | 358 | 3.59 | .917 | HS |
| 7. There are sanitary and well-supervised kitchen. | 363 | 3.49 | 2.277 | HS |
| 8. Food outlets are managed by competent staff. | 359 | 3.44 | .901 | HS |
| 9. The school coordinates with the food and sanitary section of the local government for safety of food services in the immediate vicinity of the school. | 361 | 3.46 | .918 | HS |
| 10. A systematic monitoring is done to determine the safety and condition of food being served to students and personnel. | 360 | 3.39 | .967 | MoS |
| Average | 3663 | 3.4883 | .75200 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS), 2.61-3.40 Moderately Satisfied (MoS)

The highest mean ratings 3.59 and 3.58 that are described Moderately Satisfied were obtained by the items *Food items/meals are affordable* and *Nutritious and well-balanced food/meals are served* while the lowest mean rating 3.39 described as Moderately Satisfied was obtained by the items *A periodic assessment on food is being done* and *A systematic monitoring is done to determine the safety and condition of food being served to students and personnel*.

The average mean for food services is 3.48 described as Much Satisfied. This implies that students are after sanitation to ensure their health. The same finding was obtained in the study of Manzano (2013). It came out that sanitation in the canteen is a primary concern of the clientele thus, it should be supervised regularly by food service personnel assigned by the college.

Table 9: Level of satisfaction on the implementation of student services along sports development services

| | N | Mean | Std. Deviation | DR |
|--|------|--------|----------------|----|
| 1. The school has comprehensive sports development program. | 362 | 3.55 | .964 | HS |
| 2. Policies and procedures are implemented in the selection of varsity players. | 360 | 3.58 | .908 | HS |
| 3. Potential athletes are screened and selected based on their performances. | 361 | 3.73 | .840 | HS |
| 4. Scholarship grants and financial support are given to athletes. | 361 | 3.68 | .921 | HS |
| 5. Athletes especially newly recruited ones are given orientation in order to know their duties, privileges and dynamics of being a varsitarian. | 363 | 3.61 | .914 | HS |
| 6. The school provides the necessary assistance to its sports development program (facilities, equipment, supplies and materials, etc.) | 363 | 3.50 | .938 | HS |
| 7. Coaches as well as trainers are given the chance to attend seminars, workshops and trainings for them to be updated and be more competent in the performance of their jobs. | 363 | 3.53 | .935 | HS |
| 8. Sports clinic is provided for students to develop further their athletic potentials. | 361 | 3.47 | .906 | HS |
| 9. Athletes are given incentives whenever they win a competition. | 360 | 3.64 | .924 | HS |
| 10. Evaluation and monitoring of sports development programs are conducted periodically. | 361 | 3.49 | .937 | HS |
| 11. Outstanding athletes are acknowledged during the school's recognition program. | 360 | 3.86 | .903 | HS |
| Average | 3633 | 3.6003 | .68200 | HS |

Legend: 3.41-4.20, Highly Satisfied (HS)

The item *Outstanding athletes are acknowledged during the school's recognition* followed by the item *Potential athletes are screened and selected based on their performances* with mean ratings of 3.86 and 3.73 both were given a rating of Highly Satisfied. The lowest mean rating 3.47 was obtained by the item *Sports clinic is provided for students to develop further their athletic potential* described as Highly Satisfied also. Generally, sports development services in general have an average of 3.60 categorized as Highly Satisfied. Their high satisfaction on sports development services could be attributed to the fact that ISPSC supports athletes in joining various competitions and sports facilities are provided. On the other hand, the need for sports clinic should be provided to improve further their physical strength.

Sport, as recreational and physical education activities, is nowadays a major component of the society from many countries. There are millions of supporters of sports activities, but the percentage of those that also support nature protection is smaller (Manual on sport and the environment, 2005). Sports organizations, athletes and

teachers of physical education in education institutions have a direct and concrete role in this new field essential for each generation: they are the specialists that promote health-seeking behaviors introducing the youth in the world of health culture (Cale & Harris, 2013^[27]; Green, 2012)^[27, 28]. In Lee's (1997)^[29] study, a teacher of physical education at tertiary level can influence both inner processes in students and their future actions. Sports leaders can be true militants of changing attitudes in individuals and of promoting beneficial relationships between the environment and sports. Sports and environment influence each other, and sports in the open have positive consequences on health; if polluted, the environment generates respiratory illness and difficulty in breathing, stress, physiological reactions to toxic chemicals. It is known that there are sports activities that have direct consequences on the natural environment: air pollution, ozone layer depletion, habitat and biodiversity loss, soil erosion or waste generation from spectators and construction of facilities (Manual on sport and the environment, 2005).

Table 10: Level of satisfaction on the implementation of student services along security and safety services

| | N | Mean | Std. Deviation | DR |
|--|------|--------|----------------|----|
| 1. The school has a Campus Security Services Division that is in-charge of the safety and security of the students and employees of the college. | 362 | 3.84 | .862 | HS |
| 2. The office disseminates vital information that affects the safety and security of the students and employees. | 362 | 3.65 | .855 | HS |
| 3. Security personnel are posted at strategic places | 361 | 3.51 | .963 | HS |
| 4. Conducting of reconnaissance patrol around the college during the day and night time. | 357 | 3.47 | .967 | HS |
| 5. Responds to accidents inside the college and extends whatever helps the security personnel can. | 363 | 3.59 | .937 | HS |
| 6. Updating of Security Personnel through seminars, workshops and trainings. | 361 | 3.43 | .989 | HS |
| 7. Security personnel conducts regular disaster preparedness program (fire and earthquake drills). | 360 | 3.54 | .981 | HS |
| Average | 3663 | 3.5751 | .75597 | HS |

Legend: 2.61-3.40 Moderately Satisfied (MoS)

As disclosed in the table, item “*The school has campus Security Services that look after the safety and security of the students and employees of the college*”, got a mean of 3.84 while the lowest mean rating is obtained by the item “*Security personnel are posted at strategic places*” with 3.43 both obtained as Highly Satisfied rating. All in all, security services got an average of 3.57 which gave a *Highly Satisfied* rating.

Their high satisfaction on this service is attributed to the fact that ISPSC as a college obtains a good record when it comes to peace and order in the campus. Security is an essential issue for every organization i.e., government, private, commercial or educational institution. Thus, university security personnel such as campus security officers and campus security guard need to have a strong understanding of campus security.

Table 11: Level of satisfaction on the implementation of student services along social, community & multi-faith services

| | N | Mean | Std. Deviation | DR |
|--|------|--------|----------------|----|
| 1. The school has socio-cultural development programs such as concert, dance competition, battle of the band, etc. | 362 | 3.77 | .930 | HS |
| 2. Socio-cultural activities are regularly conducted. | 362 | 3.63 | .942 | HS |
| 3. Student members are updated through seminars, workshops and trainings. | 359 | 3.62 | .952 | HS |
| 4. The school gives necessary assistance to its socio-cultural programs and activities (materials, supplies, equipment, etc.). | 362 | 3.57 | .882 | HS |
| 5. The socio-cultural activities develop and enhance the students’ creativity and skills. | 362 | 3.70 | .882 | HS |
| 6. Activities of the social, community & multi-faith services are evaluated. | 359 | 3.60 | .904 | HS |
| 7. Outstanding members of the social, community & multi-faith core group are acknowledged during the school’s recognition program. | 360 | 3.60 | .947 | HS |
| 8. The program is manned b qualified and competent staff. | 361 | 3.60 | .886 | HS |
| 9. The school promotes ecumenical worships. | 347 | 3.50 | .926 | HS |
| 10. The permits of the conduct of activities (worship, outreach, etc.) of the different religious sects. | 358 | 3.61 | .949 | HS |
| 11. The school acknowledges, respects and allows the rights and freedom of the existing religious sects in the campus. | 361 | 3.75 | .954 | HS |
| 12. The program adopts a community for its extension services. | 361 | 3.71 | .884 | HS |
| 13. The student members conduct activities (bayanihan, livelihood/skills trainings, seminars, information dissemination, etc.) in the adopted community. | 361 | 3.66 | .945 | HS |
| 14. The program conducts community survey. | 356 | 3.49 | .921 | HS |
| 15. The program creates linkages with the different NGO’s in the locality. | 357 | 3.54 | .937 | HS |
| Average | 3623 | 3.6238 | .71775 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

The highest mean 3.77 is obtained by the item *The school has socio-cultural development programs that showcase students talents and skills* followed by the item *The school acknowledges, respects and allows the rights and freedom of the existing religious sects in the campus* with a mean of 3.75 both items gained Highly Satisfied rating. The lowest mean 3.49 is obtained by the item *The program conducts community survey* also obtained a Highly Satisfied rating. All in all, Community and Multi Faith services got an

average of 3.62 that falls on Highly Satisfied rating. The result implies that all the programs and activities that should be rendered by the college are properly implemented. ISPSC recognizes individuals’ rights from religion. In fact the college has built Multi-Faith building to where students can hold their religious activities during first Friday of the month. Such activity leads to the understanding of the different people in the community.

Table 12: Level of satisfaction on the implementation of student services along students discipline services

| | N | Mean | Std. Deviation | DR |
|--|-----|--------|----------------|----|
| 1. The Student Code of Conduct and Discipline is disseminated. | 363 | 3.66 | .921 | HS |
| 2. Discipline is understood as a mean to guide the students to positively channel their mind and behavior. | 362 | 3.82 | 1.841 | HS |
| 3. A systematic process in discipline is observed. | 363 | 3.56 | .869 | HS |
| 4. Regular and close up guidance monitoring is designed for students who violate the rules. | 361 | 3.58 | .931 | HS |
| 5. Referrals are utilized by the program to develop positive attitude. | 361 | 3.63 | .919 | HS |
| 6. Seminars and symposia are conducted for the prevention of misbehavior. | 361 | 3.53 | .872 | HS |
| 7. Consultations with other authorities are conducted regarding grave offenses. | 358 | 3.55 | .924 | HS |
| 8. Discipline is understood as a part of the students' holistic development. | 360 | 3.69 | .878 | HS |
| 9. Results of violations are utilized to design and meet other students' needs. | 359 | 3.58 | .936 | HS |
| 10. Follow-up is conducted for those who violate the rules. | 361 | 3.52 | .946 | HS |
| Average | 364 | 3.6140 | .73266 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

Table 12 presents that the mean 3.82 was obtained by the item *Discipline is understood as a mean to guide the students to positively channel their mind and behavior* followed by the item *Discipline is understood as a part of the students' holistic development* with a mean of 3.69 both items are given a Highly Satisfied rating while the lowest mean 3.52 is obtained by the item "Follow-up is conducted for those who violate" with the same description, Highly Satisfied. Students discipline services has an average of 3.61

with a Highly Satisfied rating. This result backed up the result obtained by Safety and Security Services which received a Highly Satisfied rating. The result is an implication that ISPSC students understand that discipline is a part of the students' holistic development and value peace and order inside of the campus. Moreover, concrete policies regarding security and discipline are observed and implemented by the personnel in charge thus, contributing to the high satisfaction of the students on these services.

Table 13: Level of satisfaction on the implementation of student services along career placement and alumni services

| | N | Mean | Std. Deviation | DR |
|---|-----|--------|----------------|----|
| 1. Prepares graduating students to the world of work through the conduct of a Career Coaching Program. | 361 | 3.73 | .926 | HS |
| 2. Provides graduating students and unemployed alumni employment opportunities through the conduct of a Job/Career Fair. | 361 | 3.66 | 1.012 | HS |
| 3. Makes linkages with industries and other development partners for possible tie-up in the career placement and employment of graduates. | 361 | 3.63 | .961 | HS |
| 4. Makes linkages with local and/or national government employment agencies to generate employment opportunities. | 361 | 3.65 | .989 | HS |
| 5. Job opportunities are posted in strategic areas for students to see. | 361 | 3.64 | .996 | HS |
| Average | 361 | 3.6632 | .84261 | HS |
| Over-all satisfaction mean of the student services | 356 | 3.5750 | .57899 | HS |

Legend: 3.41-4.20 Highly Satisfied (HS)

The table discloses that the item with the highest mean (3.73) is *Prepares graduating students to the world of work through the conduct of a Career Coaching Program* while the lowest mean 3.63 was distributed to the item *Makes linkages with industries and other development partners for possible tie-up in the career placement and employment of graduates* described as Highly Satisfied also. All in all, career placement and alumni services obtained a Highly Satisfied rating with an average of 3.66. This implies that ISPSC met the necessary demands of the students when it comes to career placement for the graduating students. Linkages with the different organizations, local and national, to generate employment opportunities to the students are initiated. Job opportunities are posted strategically for the

students to be informed. Alumni services, on the other hand, find mechanism on how to tap outstanding alumni to be part of the picture in introducing development to the ISPSC community and at the same create opportunities for them especially the unemployed ones.

The over-all satisfaction mean on the implementation of the different student services with an average of 3.57 described as *Highly Satisfied*. This result implies that the College commitment and dedication in the provision of student services is given a very high degree of concern. It therefore recognizes its mandate to fully contribute in the total development of students to be able to maximize their full potential.

Table 14: Significant relationship between the profile of the respondents and level of satisfaction on the implementation of student services

| Student Services | Statistics | Student Profile | | |
|----------------------|-------------------------|-----------------|------------|-------|
| | | Age | Year level | Sex |
| Student organization | Correlation Coefficient | .023 | -.158** | .030 |
| | Sig. (2-tailed) | .669 | .003 | .591 |
| | N | 363 | 352 | 324 |
| Student publication | Correlation Coefficient | .017 | -.117* | .037 |
| | Sig. (2-tailed) | .747 | .029 | .506 |
| | N | 363 | 352 | 324 |
| Guidance services | Correlation Coefficient | .038 | -.046 | -.028 |
| | Sig. (2-tailed) | .476 | .390 | .621 |

| | | | | |
|---|-------------------------|-------|---------|---------|
| | N | 363 | 352 | 324 |
| Medical-Dental/Health Services | Correlation Coefficient | -.004 | -.090 | -.162** |
| | Sig. (2-tailed) | .936 | .091 | .004 |
| | N | 363 | 352 | 324 |
| Scholarship grants and financial assistance | Correlation Coefficient | .104* | -.087 | -.056 |
| | Sig. (2-tailed) | .048 | .105 | .311 |
| | N | 363 | 352 | 324 |
| Housing services | Correlation Coefficient | -.008 | -.151** | -.012 |
| | Sig. (2-tailed) | .885 | .005 | .824 |
| | N | 361 | 350 | 322 |
| Food services | Correlation Coefficient | -.029 | -.071 | .020 |
| | Sig. (2-tailed) | .583 | .185 | .723 |
| | N | 363 | 352 | 324 |
| Sports development services | Correlation Coefficient | -.089 | -.128* | -.090 |
| | Sig. (2-tailed) | .093 | .017 | .106 |
| | N | 360 | 349 | 322 |
| Security and safety services | Correlation Coefficient | -.100 | -.225** | -.034 |
| | Sig. (2-tailed) | .057 | .000 | .546 |
| | N | 363 | 352 | 324 |
| Social, community & multi-faith services | Correlation Coefficient | -.043 | -.179** | -.012 |
| | Sig. (2-tailed) | .411 | .001 | .826 |
| | N | 359 | 348 | 320 |
| Students discipline and tribunal services | Correlation Coefficient | .002 | -.130* | -.035 |
| | Sig. (2-tailed) | .964 | .015 | .530 |
| | N | 361 | 350 | 322 |
| Career placement and alumni services | Correlation Coefficient | .029 | -.138* | -.038 |
| | Sig. (2-tailed) | .589 | .010 | .501 |
| | N | 358 | 347 | 319 |
| Overall satisfaction mean | Correlation Coefficient | -.010 | -.180** | -.052 |
| | Sig. (2-tailed) | .855 | .001 | .359 |
| | N | 353 | 342 | 315 |
| *Significant at 0.05 level | | | | |
| **Significant at 0.01 level | | | | |

Table 14 presents the significant relationship between the profile of the respondents and level of satisfaction on the implementation of student services as perceived by the students. As revealed in the table, students who are in the higher level tend to have low satisfaction on student services with -.180 correlation coefficient. The student services which have bearing on their year level are; student organization, housing services, security and safety services and social community and multi-faith services with -.158, -.151, -.225, and -.179 correlation coefficients respectively.

Result further reveals that age is significantly correlated to their level of satisfaction on the implementation of student services. This means that the older they are tending to have a higher level of satisfaction on scholarship grants and financial assistance with -.104 correlation coefficient. The table further revealed that sex has bearing on their level of their satisfaction on the implementation of the student services. It shows that medical dental/health services have a -.162-correlation coefficient. This implies that male has higher satisfaction level over female in terms of this service.

Table 15: Significant relationship between the profile of the respondents and the level of satisfaction on the implementation of the student services

| Student Services | Civil status | | | Religion | | |
|---|--------------|-----------|-----|----------|-----------|-------|
| | χ^2 | sig value | Eta | χ^2 | sig value | Eta |
| Student Organization | 1.034 | 0.905 | N/A | 15.158 | 0.513 | N/A |
| Student Publication | 2.837 | 0.585 | N/A | 14.727 | 0.545 | N/A |
| Guidance Services | 5.359 | 0.252 | N/A | 6.793 | 0.977 | N/A |
| Medical Dental/Health Services | 6.450 | 0.168 | N/A | 17.864 | 0.332 | N/A |
| Scholarship Grants and Financial Assistance | 0.706 | 0.951 | N/A | 34.598** | 0.005 | 0.123 |
| Housing Services | 6.353 | 0.174 | N/A | 14.091 | 0.592 | N/A |
| Food Services | 8.010 | 0.091 | N/A | 16.673 | 0.407 | N/A |
| Sports Development Services | 1.987 | 0.738 | N/A | 14.281 | 0.578 | N/A |
| Security and Safety Services | 0.241 | 0.993 | N/A | 15.872 | 0.462 | N/A |
| Social, Community and multi-faith Services | 0.977 | 0.913 | N/A | 18.558 | 0.292 | N/A |
| Student Discipline Services | 5.654 | 0.226 | N/A | 22.213 | 0.136 | N/A |
| Career Placement and Alumni Services | 7.025 | 0.135 | N/A | 13.733 | 0.619 | N/A |
| Overall Satisfaction | 2.144 | 0.543 | N/A | 10.812 | 0.545 | N/A |

As reflected in the table 15, only satisfaction level on scholarship grants is significantly related with religion as shown by sig value less than 0.05, but the degree of

relationship is “Almost Negligible to Slight” as supported by eta value of 0.123. This implies that their religious preference have bearing on their satisfaction perception.

Table 16: Significant differences on the level of satisfaction on the implementation of student services between and among the campuses

| (I) Campus | (J) Campus | Mean Difference (I-J) | Std. Error | Sig. | Decision |
|------------|------------|-----------------------|------------|-------|----------|
| Candon | Santiago | -.04476 | .32633 | 1.000 | Reject |
| | Narvacan | -.53810 | .40105 | .761 | Reject |
| | Tagudin | -.13462 | .22727 | .992 | Reject |
| | Sta. Maria | -.47131 | .22365 | .286 | Reject |
| | Cervantes | -.30764 | .28086 | .883 | Reject |
| Santiago | Narvacan | -.49333 | .42260 | .852 | Reject |
| | Tagudin | -.08986 | .26344 | .999 | Reject |
| | Sta. Maria | -.42655 | .26032 | .574 | Reject |
| | Cervantes | -.26288 | .31085 | .959 | Reject |
| Narvacan | Tagudin | .40347 | .35179 | .861 | Reject |
| | Sta. Maria | .06678 | .34946 | 1.000 | Reject |
| | Cervantes | .23045 | .38857 | .991 | Reject |
| Tagudin | Sta. Maria | -.33669* | .11370 | .038 | Accept |
| | Cervantes | -.17302 | .20443 | .959 | Reject |
| Sta. Maria | Cervantes | .16367 | .20039 | .964 | Reject |

Table 16 shows the significant differences on the level of satisfaction on the implementation of student services between and among the campuses. It revealed that only ISPSC Tagudin and Sta. Maria campuses showed significant difference in the level of satisfaction on the implementation of housing services. The mean difference of -.33669 means that the students of Sta. Maria have higher level of satisfaction on the implementation of student services in terms of housing services as compared to Tagudin campus with a mean difference of -.17302 when it comes to housing services. This result can be attributed to the fact that Sta. Maria campus has more adequate dormitories than in Tagudin campus.

Table 17: Significant differences on the level of satisfaction on the implementation of student services between and among the campuses

| Campus | N | Subset for alpha = 0.05 | |
|------------|-----|-------------------------|--------|
| | | 1 | 2 |
| Santiago | 15 | 3.2019 | |
| Narvacan | 8 | 3.3583 | 3.3583 |
| Candon | 21 | 3.4256 | 3.4256 |
| Sta. Maria | 163 | 3.5902 | 3.5902 |
| Cervantes | 27 | | 3.6999 |
| Tagudin | 128 | | 3.7490 |
| Sig. | | .110 | .118 |

The table shows that level of satisfaction on the implementation of student services in terms of Social Community and Multi-Faith Services, Santiago campus with a mean difference of 3.2019 which marks the lowest level of satisfaction significantly differ from students from Cervantes with 3.6999 and Tagudin with 3.7490.

Conclusion

The study concluded that majority of the respondents are female, single, Roman Catholic, in junior year. Generally, the students are highly satisfied on the implementation of the student support services. Year level, age, sex and religion showed bearing on the level of satisfaction on the implementation of student services. Sta. Maria and Tagudin campuses showed significant difference on students satisfaction on the implementation of Housing Services and Social Community and Multi-Faith Services.

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