

Students' Level of Satisfaction with Institutional Services of Central Philippine University for School Year 2019 - 2020

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ABSTRACT

This study was conducted to determine the level of satisfaction of the different institutional services among students of Central Philippine University for school year 2019 - 2020. The one-shot survey was used in the collection of data using a researcher-made questionnaire gathered from 261 respondents. Data were processed using SPSS PC v 11 and ethical considerations for the study were followed. The descriptive data were analyzed using frequency count and percentages. The pertinent findings of the study were: majority of the respondents are females, Roman Catholics, regular students, freshmen and with a professional parent/guardian; the respondents are satisfied of the delivery of academic services to them, the adequacy of the academic support services given them; the university's ability to enroll students in an effective manner, the university's ability to offer reasonable fees to students and the policies involved in such transactions, the quality of the university's support programs and services, the effectiveness and availability of financial aid and scholarship programs offered to students, the university's response to students' safety and security on campus, the university's programs to enhance students' spiritual life; the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students, university's effort to convey to students that they are important to the university, university's services to cater without discrimination to different groups of students, the attitude of front-line staff toward students. Based on the findings of the study, the following conclusions are drawn: the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness; campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices and will recommend CPU to other students.

Keywords: Satisfaction; Institutional Services; Academic Services

INTRODUCTION

The 1987 Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. Also that the state shall

establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society (CHED Memorandum Order No. 09, Series of 2013). This is a

mandate for all higher education institutions (HEIs) like Central Philippine University.

Central Philippine University had been known as a university purposed to provide Exemplary Christian Education for Life which will be responsive to the needs of the total person and the world (Java, 2014) and keeps her best to offer a holistic education for her students. The administration may had been making changes in her structure with the aim of serving better the studentry, because according to Berstein and Cunanan (2008) effective access to services must be drawn from all resources of the school community, be made available to all students and provided to meet their basic need. Bedia (2012) affirmed this truth for according to him, every service that the student services office provides must be visible and accessible to every individual student within the campus. If this is so then students most likely are encouraged to participate and avail these services and gain additional learning for their personal and academic growth.

This study about satisfaction of institutional services is essential to provide a current information about these services for the university, and to assess the services offered to students in general and the important offices in the university dealing with students most of the time. Hence, this study was conducted.

Objectives of the Study

This study was conducted to determine the assessment and satisfaction of institutional services among students of Central Philippine University.

Specifically, this study aimed to:

1. describe the profile of the respondents as to age, religious affiliation, number of years spent in CPU, type of student, year level and educational attainment of parent or guardian;

2. determine the respondents' satisfaction of institutional services availed at CPU,

3. determine whether the student will recommend the university to other students.

Theoretical/Conceptual Framework and Hypotheses

This study was anchored on the Contingency approach of Luthans (2008) and the Individual Differences in psychology by Newstrom (2007). The "Contingency Approach" contends that certain practices work better than others for certain people and certain jobs while individual differences in psychology states that people differ in their personalities, needs, demographic factors, past experiences, or even find themselves in different physical settings, time periods, or social surroundings (Bedia, 2012).

According to Luthans (2008) clients' expectations are highly individualized by age, gender, personality, occupation, location, socio-economic class, past experiences and many other factors. Older clients may tend to have higher awareness and availments of services than younger clients because they are more responsible and reliable. Female clients may have greater awareness and availment of services than the male clients because they are more interested in their work (Bedia, 2012).

There are several factors that may contribute to clients' satisfaction with quality of services. Two of these factors are awareness and availment of services and the other is extent of utilization and satisfaction of these services. If the clients are aware and avail of these services, the level of satisfaction and their assessment may tend to be higher than those who are not aware and have not availed at all. Likewise, clients who have availed and utilized these services

may have high level of satisfaction and assessment of these than those who have not.

Clients may differ in the way they are satisfied depending on their access to the services. In the same manner, their satisfaction may also differ depending on how they utilize these services. One may have satisfaction, with the access to these services, but may be dissatisfied if he or she had already utilized them. This observation is in accord with the law of individual differences in psychology, upholding a belief that all people are different from all others. People differ in their personalities, needs, demographic factors, past experiences, or even find themselves in different physical settings, time periods, or social surroundings” (Newstrom 2007).

In line with these discussions, it could be deduced that the respondent’s age, religious affiliation, number of years spent in CPU, type of student, year level and educational attainment of parent or guardian which are considered as independent variables may influence his/her satisfaction of institutional services of the university which is considered to be the dependent variable.

To further illustrate the interplay of the variables in the study, the following diagram is presented to show the relationship of the variables in the study.

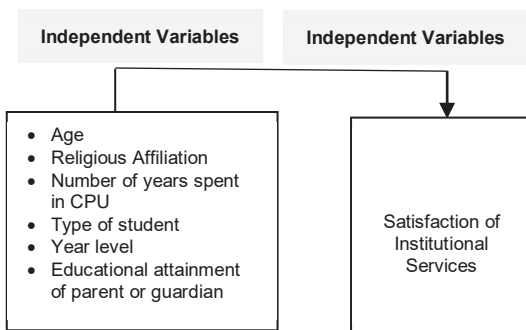


Figure 1. Schematic Diagram of the study showing the relationship among the different variables.

Operational Definition of Terms

The following are the operational definition of terms, as used in this research:

Type of student refers to a student’s classification whether he/she is a regular student, scholar, working, international or irregular or as faculty/staff dependent.

Educational Attainment of Parent or Guardian refers to one’s parent or guardian being a degree holder or a professional.

Satisfaction of Institutional Services. This refers to the students’ level of contentment with the utilization/availment of the different institutional services of the University. The level of satisfaction with institutional services was measured using the following responses: very satisfied – 5; satisfied – 4; neutral – 3; dissatisfied – 2; and very dissatisfied – 1. The average mean was computed and based in the obtained value; the respondents’ level of satisfaction with institutional services were categorized as follows:

| | |
|-------------------|-------------|
| Very Satisfied | 4.21 – 5.00 |
| Satisfied | 3.41 – 4.20 |
| Neutral | 2.61 – 3.40 |
| Dissatisfied | 1.81 – 2.60 |
| Very Dissatisfied | 1.0 – 1.80 |

The following are the adapted definition of terms from CHED Memo No. 09, Series of 2013 and Suarez and Tragico 2013):

Academic Services. This refers to the students’ academic experience, the curriculum, and the campus overriding commitment to academic excellence. It covers areas such as the variety of courses offered, and the effectiveness of the faculty in and out of the classroom.

Academic Support Services. This refers to the adequacy of the services students utilize to achieve their academic goals and

include availability of the library, computer laboratories, study areas, and tutorials.

Admissions and Registration. This refers to the university's ability to enroll students in an effective manner. It covers issues such as competence and knowledge of admissions staff especially from college/department or the Registrar's Office.

Fees and Billing Practices. This refers to the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions.

Campus Support Services. This refers to the quality of the university's support programs and services which students utilize to make their educational experiences more meaningful and productive; cover career services, orientation, and other special programs and support services.

Scholarship /Grants-in-Aid. This refers to the effectiveness and availability of financial aid and scholarship programs offered to students.

Campus Safety and Security. This refers to the university's response to students' personal safety and security on campus.

Student Spiritual Life. This refers to the university's programs to enhance students' spiritual life and manage their spiritual concerns.

Campus Climate. This refers to the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students.

Student Centeredness. This refers to the university's effort to convey to students that they are important to the university so they will feel welcome and valued.

Responsiveness to Diverse Populations. This refers to the university's

services to cater without biases and/or discrimination to different groups of students

Service Excellence. This refers to the attitude of staff toward students, especially front-line staff and administrators.

Scope and Limitation of the Study

This study focused on the student's assessment of their satisfaction of institutional services offered by the university. Data for this study were obtained through one-shot survey using a researcher-made questionnaire gathered through google form and collated by the University Research Center.

Significance of the Study

The result of the study will be valuable to the following sectors:

Administration. Data collected can provide an assessment of the services provided by the university through the different offices in the university especially those considered to be frontliners and how these had impacted the students. The evidences from this research will also provide them with documented record of the student's assessment of their satisfaction of these different student, office and institutional services of the university. Hence, the results can serve as an indicator of how they are implementing these services and in turn how these can help the university realize her vision, mission and goal.

Office of the Vice President for Student Affairs. Data gathered from this research will be valuable to the office of the Vice President for Student Affairs to know the assessment of student's satisfaction of the different student services and programs under her. Also, to know the "reach" of these services, in turn they will know how to strategize to reach out to students as well as come up with the different programs as well as

strengthen the existing programs to benefit more students.

Colleges. The information gathered will provide them a glimpse of how they are dealing with the students. Also, the results will give them a true picture of how their students are availing the different student services. In turn, they can inform their

students the different student services that they can avail of so as to have a holistic development while in the University.

Researchers. Other groups or individual may benefit from the data gathered by getting inspiration to conduct their own study for their institutions or use this as springboard for further and detailed studies.

METHODOLOGY

This is a descriptive study which made use of a one-shot survey design which took all the 261 respondents who answered the

google form as the total respondents of the study.

RESULTS AND DISCUSSION

Respondents' Profile

The profile of the respondents is presented in Figure 2a-2f. In terms of their sex, the data show that the female respondents are a little less than three times more than the males (73.2 % vs. 26.8%). These data in terms of their sex, wherein there are more females than males are in consonance with the findings of Java (2015 & 2014), Suarez and Tragico (2013) and Aberia and Java (2011). As to religion, a greater majority are Roman Catholics (75.1%) and a little less than one fifth (18.4%) are Protestants/Baptist; Other Religions such as: Aglipayan, Born Again Christian, Buddhism, Iglesia Ni Cristo, I.F.I, Jehovah's Witness, Jesus Christ to god be the glory church japan satellite, Philippine Independent Church, United Pentecostal, WMS Church of God (5.7%) and, Muslim) .8%). Again, this is in consonance with the findings of Java (2015 & 2014), Suarez and Tragico (2013) and Aberia and Java (2011).

For the number of years spent in CPU, the data reveal that most have been in the university for more than a year already but less than 2 years (42.5%), and others have stayed in the university for more than 2 years already (3 years but less than 4 years – 15.3%; 2 years but less than 3 years – 12.6%. The data that revealed that the student have been in the university for 5 years or more simply mean that they either have been in the university during their senior high school or junior high school or still pursuing another degree.

As to type of student, it could be seen from the Table that majority of the students are regular students (80.5 %), meaning, these are paying students while a little than 20 per cent are either scholars, working students or are enjoying some forms of grants like being a faculty/staff dependent (18.7%). These data that showed that almost 20% of the university's students are enjoying some forms of scholarship is being supported by the data in the Office of

Student Development and Programs regarding scholars through the years. Also, having majority of regular students is in consonance with the findings of Suarez and Tragico (2013).

As to the respondent's year level, the data reveal that majority of the respondents are in their first year (53.3%), followed by those in the second year (21.5%), and those belonging to upper years comprise around

25.0% of the total population, showing that the respondents are well represented in their year level.

As to whether one of the respondent's parents or guardians has obtained a college degree, more than four-fifths (83.91%) of the respondents answered in the affirmative, meaning that majority of the parents or guardians of the respondents are degree holders or are professionals.

Profile of the Respondents

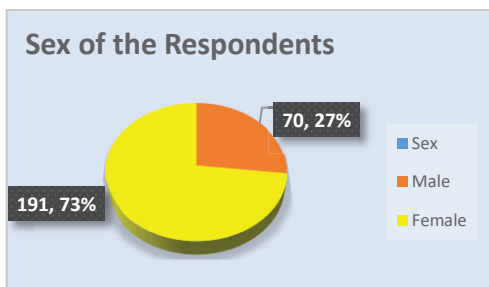


Figure 2a. Sex of the Respondents

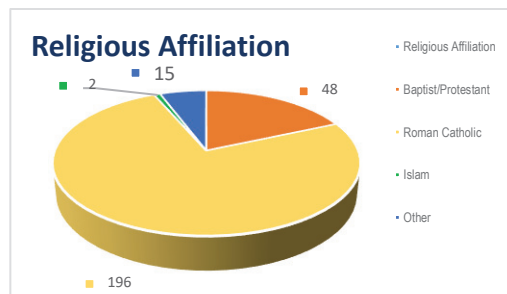


Figure 2b. Religious Affiliation

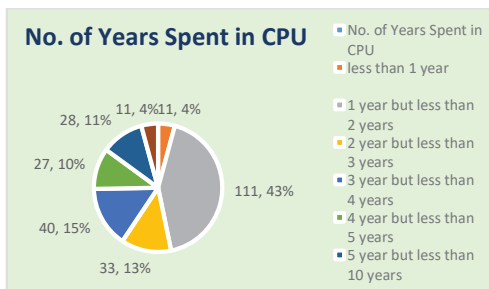


Figure 2c. No. of Year Spent in CPU

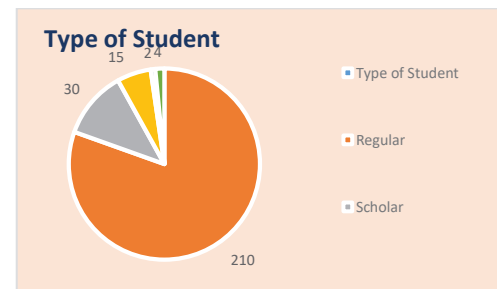


Figure 2d. Type of Student

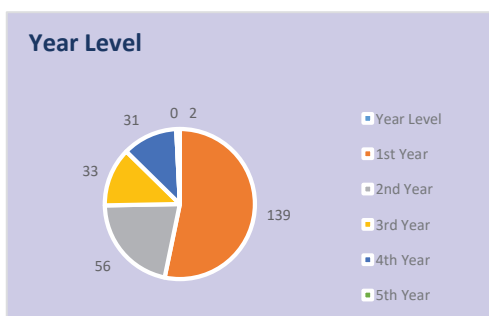


Figure 2e. Year Level

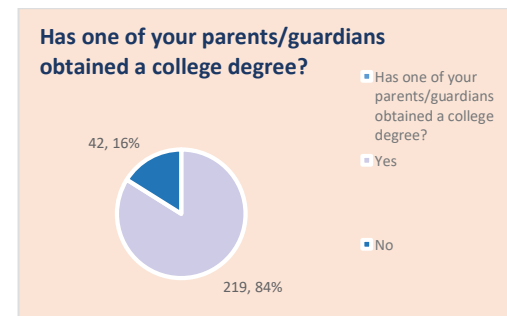


Figure 2f. Has one of your parents/guardians obtained a college degree?

Students’ Level of Satisfaction for Each Institutional Service

The succeeding tables present the students’ level of satisfaction for each of the institutional services and their over-all satisfaction of all these institutional services.

Academic Services

The results of the survey showed that students are satisfied of the delivery of academic services to them. This is found in Figure 3. In fact, they are very satisfied with their course requirement being clearly stated to them, students (4.30). The top 2 items that they are satisfied with are: their course syllabi being distributed to them, students (4.23) and the punctuality of their teachers

in holding their classes (4.15). However, although, the students are still satisfied with the following: the timeliness of returning of test papers (3.73); accuracy of grading students’ examinations (3.98), and, timeliness of relaying information regarding coverage of exams given to students (4.01), these belong to the lowest three mean satisfaction level of students in this area. This means that students want their teachers to return their papers on time, grade them accurately and give them timely information regarding coverage of exams given to them. This is affirmed by the Teacher Rating Scale (TRS) results of most teachers wherein they score low in these areas as evaluated by their students.

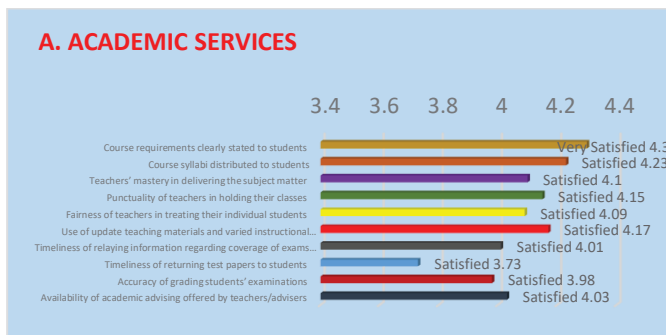


Figure 3. Students’ Satisfaction with Academic Services

Academic Support Services

Figure 4 presents the level of satisfaction of students with academic support services offered in the university. The data show that students are generally satisfied with the adequacy of the services students utilize to achieve their academic goals and include availability of the library, computer laboratories, study areas, and tutorials. This means that the students find the services such as, library materials, computer laboratories and the like adequate which they could use to achieve their academic goals. Indeed, this is true because

the university has the biggest library holdings in Panay and tried her very best to reach out and still serve the students even during the pandemic. However, if each item in this group will be analyzed, it showed that lowest mean scores are the adequacy and accessibility of Chemistry and Physics facilities (3.44); maintenance of computer units for students’ use (3.53), and, adequacy and accessibility of computer laboratory facilities (3.54) which is somewhat a similar picture shown by the results of the study of Suarez and Tragico (2013).

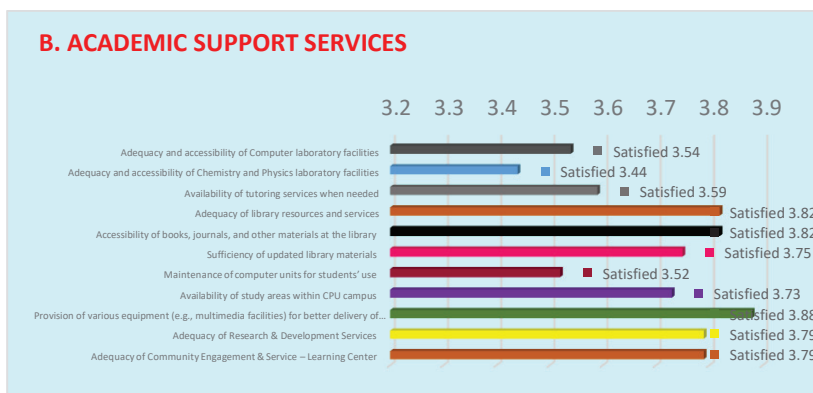


Figure 4. Students' Satisfaction with Academic Support Services

Admissions and Registration

The students' satisfaction with the admissions and registration practices of the university is found in Figure 5. The data show that the students are generally satisfied with the university's ability to enroll students in an effective manner (Over all Mean score ranging from 3.98 – 4.29). Moreover, they are very satisfied with accuracy of information presented during admission process (4.29) and availability and clarity of registration system/registration flow presented to students (4.25). This means

that the students are generally satisfied with the competence and knowledge of admissions staff especially from their own college/department and the Registrar's Office. However, their lowest mean score of satisfaction is in the item which says: Timely response of faculty/staff involved in processing the requests for changing and dropping of subjects (3.98) This is true because students still have to fall in line and will take days to process their changing and dropping of subjects.

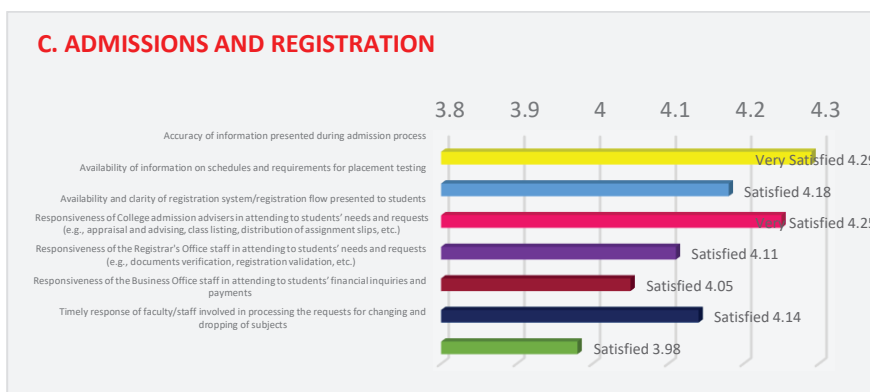


Figure 5. Students' Satisfaction with Admissions and Registration

Fees and Billing Practices

The students are generally satisfied (over-all mean satisfaction ranges from 3.46 – 3.80) with the university’s ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions, however, they are slightly satisfied with affordability of dormitory fees for students

(3.42), and, reasonability of miscellaneous fees (e.g., sports and outreach fees, guidance fee, medical-dental fees, etc.) charged by the University (3.37). This is quite understood because as much as possible students would just like to avail services at the lowest possible cost. This is found in Figure 6.

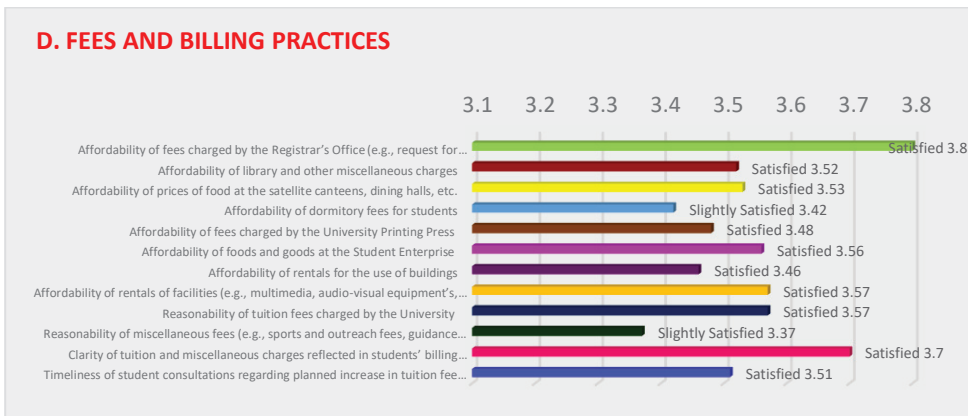


Figure 6. Students’ Satisfaction with Fees and Billing Practices

Campus Support Services

The students are generally satisfied with the quality of the university’s support programs and services which students utilize to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services (Fig. 7). The lowest mean score among these campus support services, however, is on the availability of the Office of Student Affairs in

addressing students’ complaints (3.82), while, the highest mean score is on the effectiveness of the Information Center in disseminating information on emergency situations and holidays (4.20). Again, this is quite the same picture showed by the study of Suarez and Tragico (2013), wherein the availability of the Office of Student Affairs in addressing students’ complaint received the lowest satisfaction rating.

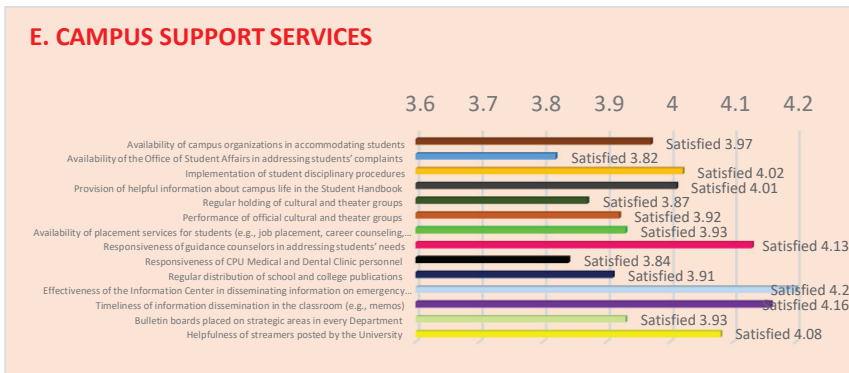


Figure 7. Students' Satisfaction with Campus Support Services

Scholarships/Grants in Aid

The students are generally satisfied with the effectiveness and availability of financial aid and scholarship programs offered to students (overall mean score ranges from 3.83 – 3.88) is found in Figure 8. Indeed, this is true because the pandemic was not able to deter the university through the Office of Student Development and Programs to deliver the different scholarships and grants in aid to the students. The mode of delivery had been

adjusted to suit the changing time but still it has done its purpose. The item on the adequacy and availability of financial aids given to students had the lowest mean score (3.83) which was the same picture revealed by the study of Suarez and Tragico (2013). This truth simply shows that students need some more help in their studies which is affirmed by the many email the Student Development and Programs are receiving daily from students and parents alike asking for information about scholarships.

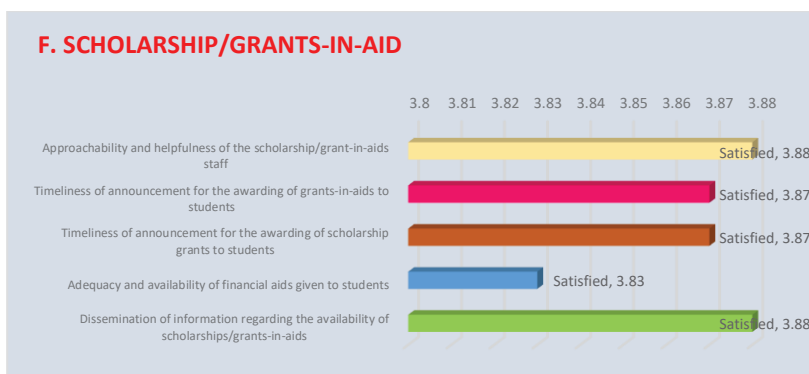


Figure 8. Students' Satisfaction with Scholarships/Grants-in-Aid

Campus Safety and Security

The students’ satisfaction with the campus safety and security services of the university is found in Figure 9. The results showed that the students are generally satisfied with the university’s response to students’ personal safety and security on campus over all mean score ranges from 3.72 to 4.32). Moreover, they are very satisfied with the following specific items covered by the campus safety and security

namely: safety and security of students within the campus (4.32); the campus is clean and safe from any controllable environmental threats (4.30); and, safeness of University surroundings (4.25). This result simply shows that the students feel safe and secure in the campus. In spite its very large area (24-hectare campus), the students feel that they are free to roam around and still feel secure and safe.

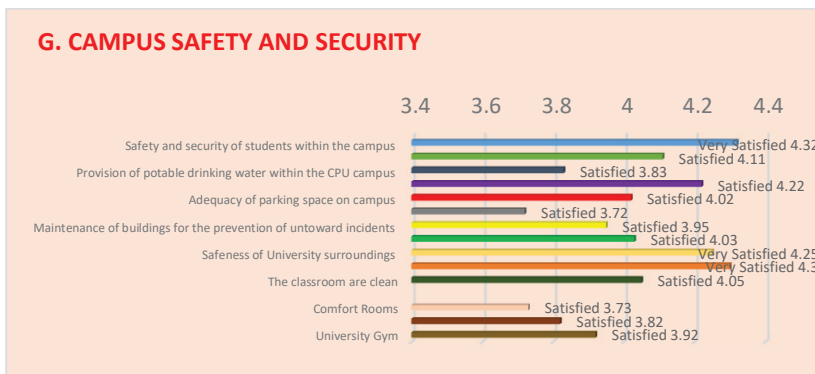


Figure 9. Students’ Satisfaction with Campus Safety and Security

Student Spiritual Life

The students’ satisfaction of the provision of the university for their spiritual life is found in Figure 10. The data show that the students are generally satisfied with the university’s programs to enhance students’ spiritual life and manage their spiritual concerns (over all mean score ranges from 4.07 to 4.49). Specifically, they are very satisfied with the availability of various religious activities for students’ spiritual

growth (4.38); availability of various religious organizations for students to join (4.26); and, responsiveness of the Christ Emphasis Week (CEW) in nurturing the spiritual growth of students (4.49). Indeed, this is very true as affirmed by the students then and now, although, the mode of worship experience may vary because of time, still the CEW is one big factor in the push of the FIDES program of the University which makes a difference in the lives of the students.

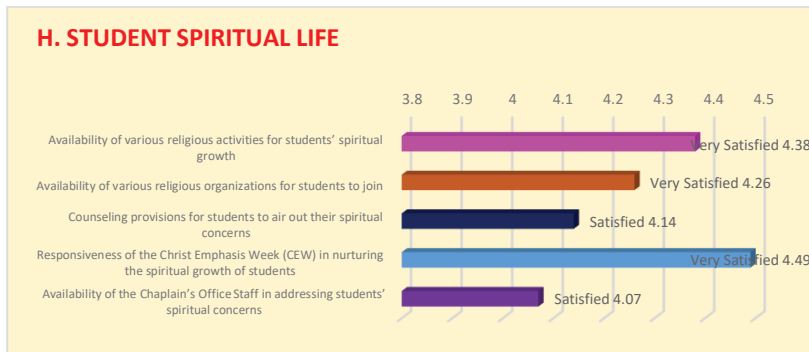


Figure 10. Students' Satisfaction with Student Spiritual Life

Campus Climate

The students are generally very satisfied with the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students (over all mean score from 4.18 to 4.42) is found in Figure 11. The results showed that they are very satisfied with 4 specific items out 6 items, namely: CPU's good reputation within the community (4.42); Campus as an avenue for student's intellectual growth (4.35); Availability of campus services for students to feel welcome (4.30); and Campus as a place where most students feel a sense of belongingness (4.25). They feel a little not very satisfied with these items: provisions for enjoyable experiences of students (4.23); and, student's freedom of expression on campus (4.18) maybe because of the rules and regulations of the school being implemented to the letter. Moreover, this very high satisfaction regarding campus climate is related to their high satisfaction also, of the campus safety and security. So, since they feel safe and secure, they have also a very positive regard about the campus climate.

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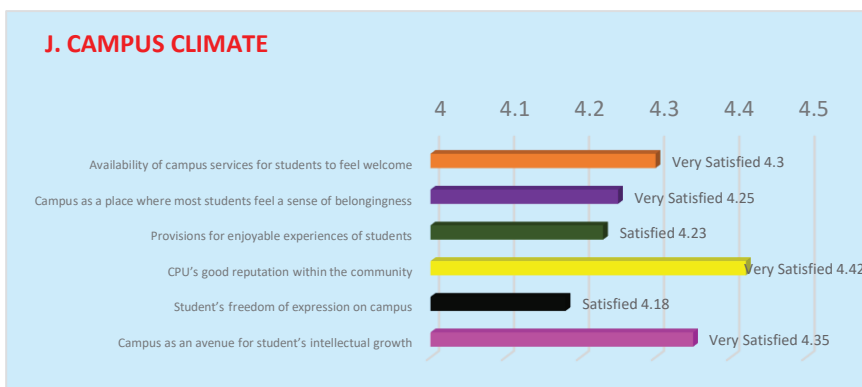


Figure 11. Students' Satisfaction with Campus Climate

Student Centeredness

The data about student centeredness is found in Figure 12. The data show that the students are generally satisfied with all the items in this group (over all mean score ranges from 4.02 to 4.16). This means that the students are quite satisfied with the university’s effort to convey to students that they are important to the university so they

will feel welcome and valued. Again, the students feel that they are welcome and valued because they feel safe and secure and are satisfied with the campus climate, hence they are proud to be a Centralian. The tagline: “The Student is Central at Central” is indeed and is affirmed by the findings of this study.

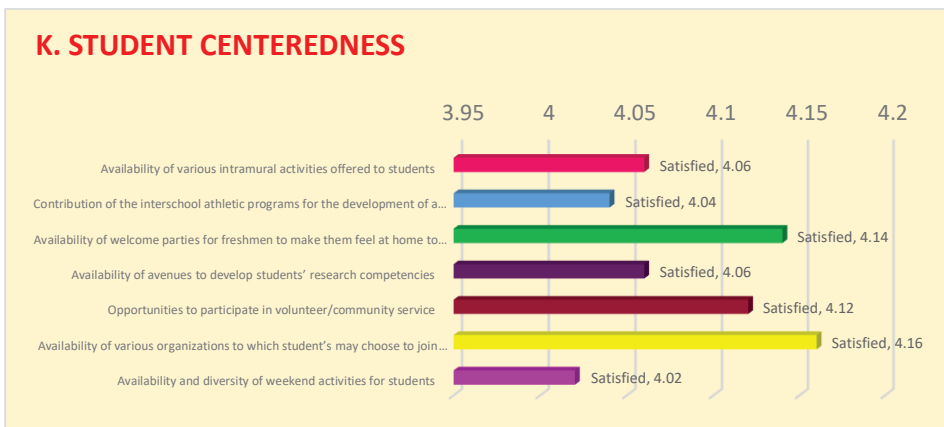


Figure 12. Students’ Satisfaction with Student Centeredness

Responsiveness to Diverse

Populations

The students are very satisfied with the university’s services to cater without biases and/or discrimination to different groups of students (over all mean score ranges from 4.16 to 4.36) is found in Figure 13. This is the area that received the highest satisfaction results in all the items asked. They are very satisfied with the following items: Treatment of students with various religious orientation (4.36); CPU’s commitment to students with disabilities and special needs (4.28); Implementation of University policies that concern students from diverse populations (4.28); Gender equality with regards to various school-related opportunities given to students

(4.26); and, CPU’s commitment to underrepresented populations (cultural minorities, foreign students, etc.) (4.25). This simply shows that the university is open to all kinds of students, regardless of their status in life. The Work Student Study Program of the university which is the flagship program of the university is a big help in having this very high satisfaction of students in this area. The scholarship programs of the university which is open to all kinds of students – for the poor but needy, academic scholarships for those who have very good performance in school, special students (PWDs) , those with special talents (Band, Sports, Dance), and also scholarships offered to dependents of sister-institutions of the university like the Iloilo Mission Hospital and Convention of Philippine Baptist Churches pastors and

workers dependents is also a big help in realizing this satisfaction of students in this area. On the other hand, although, their mean score is that of satisfied (4.16),

treatment towards homosexual students received the lowest satisfaction rating among the items in this group.

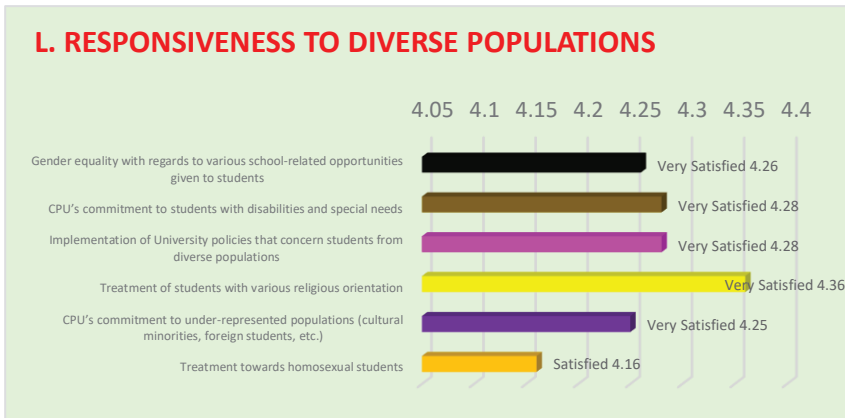


Figure 13. Students' Satisfaction with Responsiveness to Diverse Populations

Service Excellence

The students are generally satisfied with the attitude of staff toward students, especially front-line staff and administrators in the different key offices in the university including the college dean's office (over all mean scores ranging from 3.94 to 4.27) is found in Figure 14. Moreover, they are very satisfied with their respective college dean's office (4.25) and the Guidance Services Center (4.27). On the other hand, they are satisfied with all the other key offices in the university (over all mean scores ranging from 3.94 to 4.22), namely: University Swimming Pool (3.94); Chaplain's Office (3.95); Cultural Affairs Office (3.98); Community

Engagement & Service Learning Center (Outreach Office) (4.03); Educational Media Center (4.05); Library (4.08); Student Development and Programs (4.10); Business Office (4.13); Schedule Coordinator's Office (4.14); Administrative Offices (i.e. President's and VP Offices) (4.15); Registrar's Office (4.16); College Department's Office (if any) (4.18); and, Information Center (4.22). This good experiences and satisfaction results of the students with their respective college dean's offices and key offices in the university may have added to their very high satisfaction in student centeredness and campus climate.

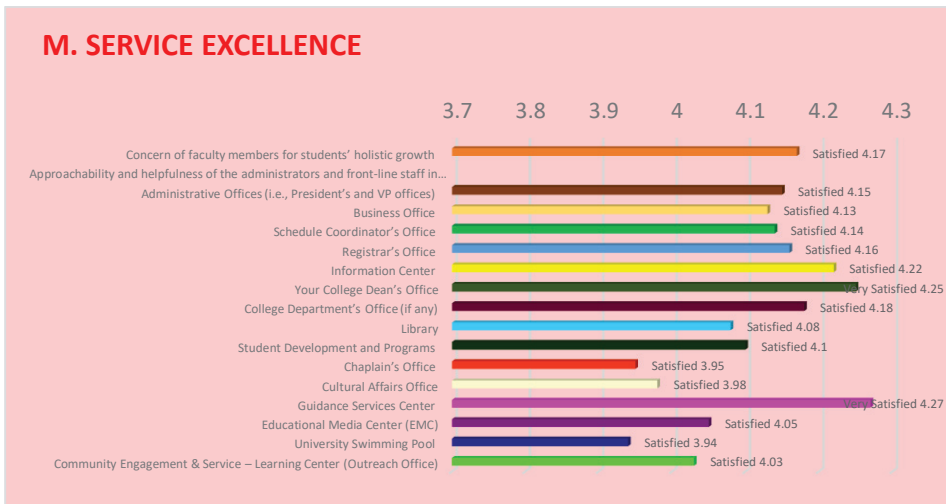


Figure 14. Students' Satisfaction with Service Excellence

Over-all Satisfaction Level of Students on the Institutional Services

The data on the over-all satisfaction of the students with the institutional services of the university is found in Figure 15. When taken as a whole institutional services, the students are generally very satisfied with 6 out of the 14 institutional services, namely: STUDENT SPIRITUAL LIFE which refers to the university's programs to enhance students' spiritual life and manage their spiritual concerns (4.40); STUDENT CENTEREDNESS which refers to the university's effort to convey to students that they are important to the university so they will feel welcome and valued (4.33); CAMPUS SAFETY AND SECURITY which refers to the university's response to students' personal safety and security on campus (4.33); CAMPUS CLIMATE which refers to the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students (4.30); ACADEMIC SERVICES which refers the students' academic

experience, the curriculum, and the campus overriding commitment to academic excellence and covers areas such as the variety of courses offered, and the effectiveness of the faculty in and out of the classroom (4.28); and, SERVICE EXCELLENCE which refers to the attitude of staff toward students, especially front-line staff and administrators (4.24).

On the other hand, they are satisfied with these services, namely: RESPONSIVENESS TO DIVERSE POPULATIONS which refers to the university's services to cater without biases and/or discrimination to different groups of students (4.21); ADMISSIONS AND REGISTRATION which refers to the university's ability to enroll students in an effective manner and covers issues such as competence and knowledge of admissions staff especially from college/department or the Registrar's Office (4.19); COMMUNITY ENGAGEMENT SERVICES (Outreach) (4.15); CAMPUS SUPPORT SERVICES which refers to the quality of the university's support programs and services which students utilize

to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services (4.14); RESEARCH AND DEVELOPMENT SERVICES (4.11); ACADEMIC SUPPORT SERVICES which refers to the adequacy of the services students utilize to achieve their academic goals and include availability of the library, computer laboratories, study areas, and tutorials (4.10); SCHOLARSHIP/GRANTS-IN-AID which refers to the effectiveness and availability of financial aid and scholarship programs offered to students (4.06); and, FEES AND BILLING PRACTICES which refers to the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions (3.79).

The general picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. Again, this is the proof that indeed Central Philippine University is "Scientia et

Fides" for its thrust on the spiritual lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

This truth is supported by some of the specific comments of the students such as: "My experience had been good for the past 3 years of my school life here in CPU."

"All in all, I am satisfied to the service of the school. "

"I'm happy to be a student of CPU. Thank you for warm welcome"

"I am overall very satisfied of CPU's services.

Thankful and blessed to be part in this university."

"Overall, I am very satisfied with CPU, from its academic to other services that they are offering, I think that the faculty and staff all worked hard to achieve the quality services that they can offer to us, students.

Keep up the good work !!!"

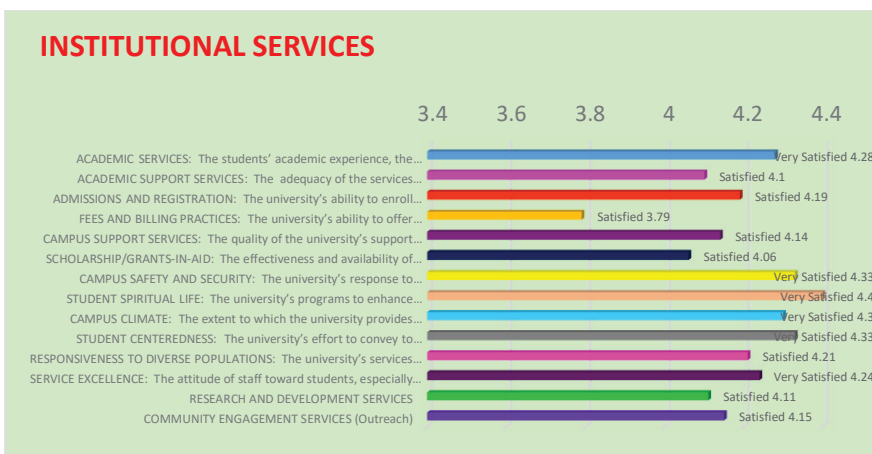


Figure 15. Students' Satisfaction with all the Institutional Services offered by the University

Will you recommend CPU to other students?

The response of the students showed that majority of them (60.92%) will definitely recommend CPU to other students while around 1/3 of them (32.95%) may recommend CPU to other students while a very small minority (6.12%) is not sure whether they will recommend CPU to other students is found in Table 1. This result implies that because maybe of the very good experience and satisfaction of the services offered to them, students may have a very good word about CPU to other people or they may even recommend CPU to other students especially from where they came from. This is affirmed by the specific comments of some of the respondents such as: *“I witnessed how CPU handle student with excellent, equally and integrity. Yes, I will recommend to others, especially the incoming First Year student to choose CPU as their chosen institution. CPU is the number 1 outstanding university in western Visayas. I am honored and very proud to be a Centralian student.*

Continue to enhance the performance of the school in all aspects so that we will become the most powerful, outstanding and productive university in the whole western Visayas, Philippines and even the world.”

“As a new student, I am enjoying my stay here in CPU. Overall, I'm satisfied with the quality of education that I am receiving from the University. I commend CPU for being excellent amidst the new setup of learning. I will surely recommend the University to other students.”

“Will definitely recommend CPU to others.”

“A dream university of many students. They must enroll on CPU to experience quality education.”

“CPU is the best university to study.”

“Best school to recommend”

As a result, their very good experience and satisfaction rating about the services offered in the University can be a very good public relations (PR) material by mouth to other people.

Table 1

Students' Recommendation of CPU to Others

| Will you recommend CPU to other students? | f | % |
|--|------------|---------------|
| Definitely not | 1 | 0.38 |
| Maybe not | 1 | 0.38 |
| I don't know | 14 | 5.36 |
| Maybe yes | 86 | 32.95 |
| Definitely yes | 159 | 60.92 |
| Total | 261 | 100.00 |

DISCUSSION

On the whole, this descriptive study which made use of one-shot survey design had determined the students' level of satisfaction of student services at Central Philippine University. The study found out

that majority of the respondents are females, Roman Catholics, regular, freshmen College students who have been in the university for more than a year already and whose parents or guardians are professionals; they are

generally very satisfied or satisfied with all the institutional services offered in the university.

The over-all picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. This is a concrete evidence that indeed Central Philippine University is "Scientia et Fides" which give importance on the spiritual lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

Moreover, the over- all results wherein the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness;

campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices proved that students are really satisfied with the services offered to them while they are studying in the university. This result validates Bedia's (2012) statement that "every service that the student services office provides must be visible and accessible to every individual student within the campus" and which is also supported by the findings of the study of Suarez and Tragico (2013) about customer satisfaction of institutional services in the university through the years.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. Majority of the respondents are females, Roman Catholics, regular, freshmen College students who have been in the university for more than a year already and whose parents or guardians are professionals.

2. The respondents are very satisfied with the availability of various religious activities for students' spiritual growth; availability of various religious organizations for students to join; and, responsiveness of the Christ Emphasis Week (CEW) in nurturing the spiritual growth of students while they are generally satisfied with the university's programs to enhance students' spiritual life

and manage their spiritual concerns. This truth is affirmed by the students who graduated many years ago and the students at present, although, the mode of the worship experience may vary because of time, still the CEW is one prime factor of the FIDES program of the University which makes a difference in the lives of the students.

3. The respondents are generally very satisfied with the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students. This very high satisfaction regarding campus climate is related to their high satisfaction also, of the campus safety

and security. So, since they feel safe and secure, they have also a very positive regard about the campus climate.

4. The respondents have a high satisfaction of the university's effort to convey to students that they are important to the university so they will feel welcome and valued again, the students feel that they are welcome and valued because they feel safe and secure and are satisfied with the campus climate, and hence they are proud to be a Centralian. The tagline: "The Student is Central at Central" is indeed and is affirmed by the findings of this study.

5. The respondents are very satisfied with the university's services to cater without biases and/or discrimination to different groups of students. This is the area that received the highest satisfaction results in all the items asked. This simply show that the university is open to all kinds of students, regardless of their status in life. The Work Student Study Program of the university which is the flagship program of the university is a big help in having this very high satisfaction of students in this area. The scholarship programs of the university which is open to all kinds of students – for the poor but needy, academic scholarships for those who have very good academic performance in school, special students (PWDs) , those with special talents (Band, Sports, Dance), and also scholarships offered to dependents of sister-institutions of the university like the Iloilo Mission Hospital and Convention of Philippine Baptist Churches pastors and workers is also a big help in realizing this satisfaction of students in this area.

6. The respondents are generally satisfied with the delivery of academic services to them; the adequacy of the academic support services given them so as to achieve their academic goals, which include availability of the library, computer

laboratories, study areas, and tutorials; the university's ability to enroll students in an effective manner; the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions; the quality of the university's support programs and services which students utilize to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services; the effectiveness and availability of financial aid and scholarship programs offered to students; the university's response to students' personal safety and security on campus; the attitude of staff toward students, especially front-line staff and administrators in the different key offices in the university including the college dean's office.

7. Over-all, the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness; campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices.

The over- all picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. This is a concrete evidence that indeed Central Philippine University is "Scientia et Fides" which give importance on the spiritual

lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

8. Majority of the respondents will definitely recommend CPU to other students which simply shows that because of their very good experience in the university, they will recommend the school to others.

Recommendations

Based on the findings and conclusions of the study, the following are hereby recommended:

1) Administration

1.a. Since the Student Spiritual Life Service is the top most service of the University in many surveys previously conducted until now, it is recommended that this should be maintained, since this is a living testimony of the Fides aspect of education in the university. This should be inculcated to all constituents of the university, i.e. from the administrators, faculty, staff and students alike.

1. b. For continual improvement, it is suggested that the administration need to look at the institutional services that have low satisfaction results and try to do something about its services so that student's satisfaction in these areas could be improved, for example, fees and billing especially dormitory fees.

1.c. It is suggested that the administration take a close look at the recommendations made by the previous researchers, i.e. Suarez and Tragico because it could be observed that their findings and recommendations still hold true at

present. Hence, they need to act on these suggestions and recommendations if these were not implemented yet.

2) Office of the Vice President for Student Affairs

2.a. Since one's experience can greatly influence his/her satisfaction and will result to a very good or bad image of the university, it is suggested that the institutional services offered to students should be very good and satisfying.

2.b. For continual improvement, it is suggested that each office concerned need to look at the specific items included in their respective scope of work so that specific concerns can be addressed immediately.

2. c. The Office of the VPSA needs to find ways and means in such a way that complaints and disciplinary actions could be acted out as soon as possible.

3) Colleges

3.a. College Deans and the VPAA in general should properly monitor teachers in performing their duties and responsibilities, such as timely returning of papers and proper computation of grades of students so as to lessen mistakes for students are very particular of the behavior of their teachers.

3.b. Since students come and go and differ one from the other, it is suggested that this satisfaction survey be conducted every 2 years.

4. Researchers

4.a. Other variables not included in this study may be considered in the replication of this study in the years to come.

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