

**AWARENESS, AVAILMENT, ASSESSMENT AND
IMPORTANCE OF STUDENT SERVICES**

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ABSTRACT

This descriptive-relational study was conducted to determine the awareness, availment, assessment, and importance of student services among the 361 students of Central Philippine University during the School Year 2018 - 2019. A revised duly validated and reliability tested questionnaire was used and ethical considerations for the study were followed. Data were analyzed using frequency count, percentages, Chi Square, Cramer's V, and Gamma. The findings are: the profile of the respondents shows that there are more females than males; younger group; Roman Catholics; first and fourth year students from the Colleges of Business and Accountancy, Engineering and Arts and Sciences; coming from barangays; graduated from either public or private high schools either located in the cities or towns; and are living with their parents in their own house while studying in the university. The respondents are very much aware of the existence of the student services and programs of the university during the two school years of the survey (2015 and 2018); have attached a great value upon the existence of these student services and programs in the university; are aware and have availed of the services and programs under the VPSA. Based on the

findings of the study, the following conclusions are drawn: the respondents' place of origin is significantly related to the importance they attach to *student* services and programs in general of the university. The respondents' awareness of student services and programs under the Office of the Vice President for Student Affairs is significantly related to their availment and assessment of these services and programs.

INTRODUCTION

It is the mandate for all higher education institutions (HEIs) like Central Philippine University to 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 (Philippine Constitution, 1987) and 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). It is stated in this memorandum that the Student Affairs and Services are the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic student development. This is the office that is devoted to creating an integrated learning experience that will help students reach their educational, social, personal, and professional aspirations. In consonance with the institution's vision, mission, it aims to provide occasions for growth and advancement through cultural, spiritual, athletic, co-curricular, and extra-curricular activities with the end in view that students may develop into well-rounded individuals. It endeavors to nurture a campus environment where academic and non-academic pursuits are balanced thereby making campus life more enriching, interesting, and worthwhile for students (http://www.cefi.edu.ph/index.php?option=com_content&view=article&id=78&Itemid=82 as cited by Java, 2015).

Central Philippine University has 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 and offer a holistic education for her

students (Java, 2015). Are the students aware of these student services and programs? Can they feel these programs? Are they availing them? If so, to what extent are they availing them? Yes, because students come and go every year and may have varying experiences regarding the reach of the student services of the university. However, in order that the results of this study could be used for management review, there is a need to conduct such study every two years. Hence, this study was conducted.

Objectives and Hypotheses of the Study

This study was conducted to determine the awareness, availment, assessment and importance of student services among students of Central Philippine University. Specifically, this study aimed to:

1. describe the profile of the respondents as to age, sex, college, religion, type of high school graduated from, place of high school graduated from, place of residence, and living arrangement while in school;
2. determine the respondents' awareness and assessment of the importance of the student programs and services offered by the university and the offices/services under the Office of the Vice President for Student Affairs;
3. determine the respondents' availment and assessment of the offices/services under the Office of the Vice President for Student Affairs;
4. determine the relationship between the respondents' profile and awareness of student programs and services;
5. determine the relationship between the respondents' awareness of the offices/services under the

Office of the Vice President for Student Affairs and their availment, assessment and importance of these offices/services;

6. determine the relationship between the respondents' availment of the offices/services under the Office of the Vice President for Student Affairs and their assessment and importance of these offices/services; and

7. determine the relationship between the respondents' assessment of the offices/services under the Office of the Vice President for Student Affairs and the importance of these offices/services.

Hypotheses of the Study

Based on the objectives given, it was hypothesized that:

1. there is a significant relationship between the respondents' profile and awareness of student programs and services;

2. there is a significant relationship between the respondents' awareness of the offices/services under the Office of the Vice President for Student Affairs and their availment, assessment and importance of these offices/services;

3. there is a significant relationship between the respondents' availment of the offices/services under the Office of the Vice President for Student Affairs and their assessment and importance of these offices/services; and

4. there is a significant relationship between the respondents' assessment of the offices/services under the Office of the Vice President for Student Affairs and the importance of these offices/services.

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) as cited by Java (2015).

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) as cited by Java (2015).

There are several factors that may contribute to clients’ satisfaction with quality of services, such as, awareness and availment of services and 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 and their utilization of them. 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) as cited by Java (2015).

In line with these discussions, it could be deduced that the respondent’s age, sex, religion, college, place of origin, type of high graduated from, place of high school graduated from, living arrangement while in school, which are considered as antecedent variables, may influence his/her awareness and importance of student services, as well as his/her awareness, availment, assessment and importance of offices/student services and programs under the Office of the Vice President for Student Affairs which are considered to be the independent and dependent variables respectively.

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:

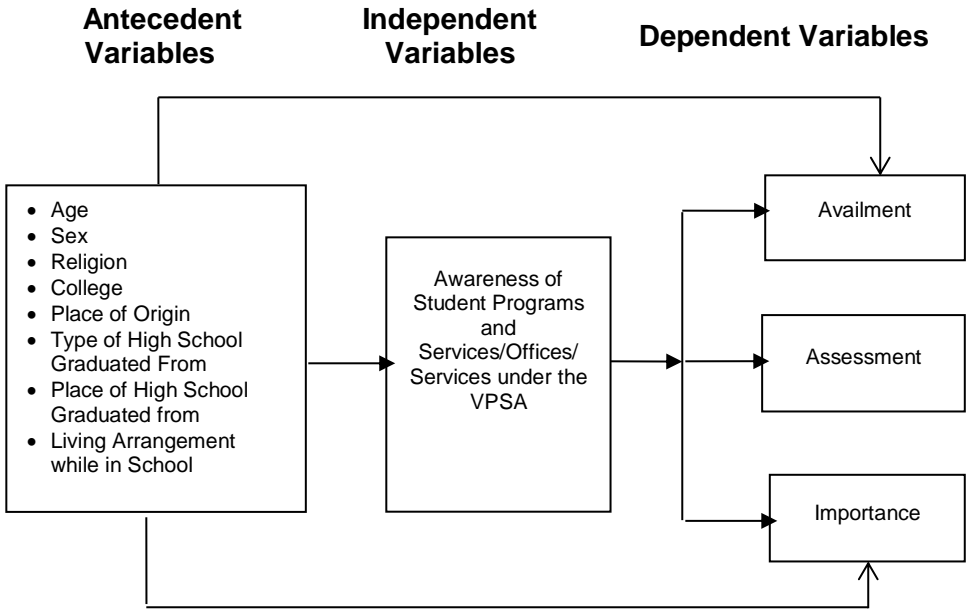


Figure 1. Schematic Diagram of the study showing the relationship among the different variables.

Significance of the Study

The result of the study will be valuable to the following sectors: Office of the Vice President for Student Affairs, Colleges, Administration and Researchers. Data gathered from this research will be valuable to the office of the Vice President for Student Affairs to know the awareness, availment, assessment, and importance of the different student services and programs under it. The information gathered will provide the colleges a glimpse of how their students are availing of the different student services. Data collected can provide an assessment of the services provided by the university through this office and how these had impacted the students. Hence, the results can serve as an

indicator of how the administration is implementing these services and in turn how these can help the university realize her vision, mission, and goal. Other groups or individuals 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.

Scope, Limitations and Applicable Definitions of the Study

This study focused on the awareness, availment, assessment, and importance of student services obtained through one-shot survey using a researcher-made questionnaire administered in the SEAL classes of the college freshmen-respondents while those in the higher years were contacted either through their classes or by using all means of communication like Facebook, Yahoo Messenger, text message or through their classmates and friends. Second coursers like those enrolled in the Colleges of Law, Medicine and Graduate Studies and Bachelor of Science in Respiratory Therapy, who are having their OJT in Manila were excluded as respondents of the study.

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

Awareness of student services. This refers to the students' knowledge of the existence of the different student services and programs available to students in the university. This was measured by the 20-item questions answerable by yes or no. Each yes answer gets one point. Based on the total number of yes responses, the respondent's awareness of student services can be classified as "high" (14 – 20), "average" (7 – 13), and "low" (0 – 6) or "no" answers (0). In

the case of awareness of offices/services under the VPSA, this was measured by a 10-item questions answerable by yes or no. Each yes answer gets one point. Based on the total number of yes responses, the respondent's awareness of student services under the VPSA can be classified as "high" (8 - 10), "average" (5 - 7), and "low" (0 - 4) or "no" answers (0).

Availment of Student Services under the VPSA . This refers to the number of times the students had benefited from the student services and programs offered by the University through the office of the VPSA. The availment of student services and programs was determined by the total "availed" response the respondents answered out of the 10-item instrument. Based on the total number of "availed" responses, the respondent's availment of student services and programs are classified as "high" (8 - 10), "average" (5 - 7), and "low" (0 - 4) or "no" answers (0).

Assessment of Student Services and Programs under the VPSA. This refers to the students' level of contentment with the utilization/availment of student services and programs offered by the University through the Office of the VPSA. The level of satisfaction with student services and programs was measured by the 10-item instrument using the following responses: definitely satisfied - 5; satisfied - 4; neither satisfied nor dissatisfied - 3; dissatisfied - 2; and definitely dissatisfied - 1. The average measure was computed and based in the obtained value; the respondents' level of satisfaction with student services and programs was categorized as follows: Definitely Satisfied =41 - 50; Satisfied = 31 - 40; Neither Satisfied or Dissatisfied =21 - 30; Dissatisfied =11 - 20; and Definitely Dissatisfied =1- 10.

Importance of student services. This refers to the value the student will attach to student services and programs in his/her life as a student. This was measured by the 20-item questions answerable by the following: very important – 5; important – 4; neither important nor unimportant – 3; not important – 2; and, not at all important – 1. The total answer was added and was given the following categories: Very Important = 81 – 100; Important = 61 – 80; Neither Important or Unimportant = 41 – 60; Not Important = 21 – 40; and Not at all Important = 1 – 20.

In the case of importance of offices/services under the VPSA, this was measured by a 10-item question answerable by the following: very important – 5; important – 4; neither important nor unimportant – 3; not important – 2; and not at all important – 1. The total answer was added and was given the following categories: Very Important = 41 – 50; Important = 31 – 40; Neither Important or Unimportant = 21 – 30; Not Important = 11 – 20; and Not at all Important = 1 – 10.

The definition of the following terms/phrases: student services, orientation service, guidance service, placement services, student organizations, leadership training, student government, student discipline, admission services, scholarship and financial assistance, food services, health services, safety and security services, student housing and residential services, international student services, services for student with special needs and personal with disabilities, cultural and arts program, sports development programs and social and community involvement programs were adapted from CHED Memo No. 09, Series of 2013.

Related Literature/Studies

Many studies have been conducted about student services in general, and about the awareness, availment, assessment and importance of these services in particular. Reviewed in this section are some studies which have direct bearing on the present study on awareness, availment, assessment and importance of student services.

According to Berstein and Cunanan (2008), and Bedia (2012) 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. Provision of these services must be coordinated to ensure that all students receive the necessary services. However, students have various expectations in terms of quality of services provided by the university. If students' expectations are met, delivery of service can be perceived to be satisfactory. On the other hand, there are several factors that may contribute to students' satisfaction with quality of services offered to them such as awareness and access to the services and the extent of utilization/availment of these services. If the students have access to or are aware of these services, the level of satisfaction may tend to be higher than those who have no access at all. Similarly, students who have utilized these services may have a higher level of satisfaction than those who have not (Java, 2015).

Moreover, satisfaction according to Deming (Sallie, 1998 in Bedia, 2012 as cited by Java, 2015) is the measure of quality of services. The satisfaction levels of clients largely depend on how the services are provided to them in terms of quality. In case of client evaluations, Stipak (2001) in Bedia

(2012) as cited by Java (2015) had pointed out that the accuracy of client perception of service conditions can be affected by some factors like the degree of interaction between the agency and the clients, and other client variables and experiences. Clients can also be more satisfied if they participate in the evaluation of the services provided by the institution. They may differ in the way they are satisfied depending on their access to the services and 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. In the same manner, a study conducted by Roxas (2003), and Cortel (2004) as cited by Java (2015) yielded a result that all of the units of student services including guidance office fall short of the expectation of students.

METHODOLOGY

This is a descriptive-relational study. A one-shot survey design was used to answer the objectives of the study. The study area and the study population included the 6,938 college students of Central Philippine University for the First Semester of School Year 2018- 2019 excluding the students enrolled in Medicine Proper, College of Law and School of Graduate Studies who are already second coursers. The computed sample size is 364 but the final sample size was 361 for the BS Respiratory Therapy students could not be reached while they were having their OJT in Manila during the conduct of the study.

RESULTS AND DISCUSSION

Profile of Respondents as to age, sex, college, religion, year level, place of origin, type and place of high school graduated from and living arrangement while studying at CPU.

The profile of the respondents according to age, sex, college, religion, year level, place of origin, type and place of high school graduated from and living arrangement while studying at CPU is presented in Table 1. In terms of their age, more than four-fifths are aged 20 years old and younger (82.5%) while less than two-fifths are aged 21 years old and older (17.5%) Their mean age is 19.72 years. These data support the results of the same study conducted in 2015 wherein there are more young respondents compared to the older ones and also the study of Java and Java (2015) while contradicts the findings of the study of Java, et. al (2018) wherein majority of their respondents belonged to the older group . In terms of their sex, the data show that the females are twice more than the males (67.0% vs. 33.0%) just like the ratio during the conduct of the study in 2015 (77.3% vs. 22.7%). These data in terms of their sex, wherein there are more females than males are in consonance with the findings of Java, et. al. (2018) in their study about student leaders; Java and Java (2015) in their study with regards to awareness of CPU students, attitudes towards and involvement in spiritual programs; Java (2014) in her study with regards to CPU entrance scholars and Aberia and Java (2011) in their study about employability of graduates of CPU. As to religion, a greater majority are Roman Catholic (76.7% vs. 72.6% in the previous study in 2015) and a little over one fifth (23.3% vs. 22.7% in the previous study in 2015) are Protestant composed of different Baptist denominations and

other religions such as Baptists, Born Again, Latter Day Saints, Seventh Day Adventist, Aglipay, Iglesia ni Kristo, and Islam.

As to the college of the respondents belong to the top three of the colleges where they belonged are: Business and Accountancy (25.5%); Engineering (13.9%) and Arts and Sciences (11.9%) which is in consonance with the data of the findings of Java (2014) wherein the biggest chunk of the respondents (entrance scholars) came from the College of Business and Accountancy.

As to year level, there is an equal number of respondents from the first year and fourth year group (42.9% each respectively) which gives a true picture of the effect of the implementation of the K-12 program. As to place of origin, majority (77.0%) of them came from barangays which was quite different from the previous survey conducted (47.3%). As to type of high school graduated from, more or less there is the same number of respondents from public high school and from private high school (public = 47.1% vs. private = 42.9%). These data that show that most of the respondents' type of high school graduated from are public high schools are in agreement with the findings of Java and Java (2015) and Java (2014), wherein most of the respondents who participated in the study on spirituality and entrance scholars were graduates of public high schools.

As to the location of high school graduated from, the data reveal that there is a little disparity in the number of respondents who graduated from high schools either located in the cities (44.9%) or towns (43.8%) while a little over one-tenth of them (11.4%) graduated from high schools located in

barangays. This location of the high school where the respondents graduated from is a reflection also of the type of high school where they came from. Again, these data are in consonance with the findings of the previous study on student services of Java (2015) and Java and Java (2015) in their study, wherein almost the same number of respondents graduated from high schools either located in the cities or towns while almost one-tenth of them graduated from high schools located in barangays.

As to living arrangement while studying at CPU, a little over one-half of the respondents are living with their parents in their own house (52.6%), less than one-fourth of them are either staying in boarding houses or living with relatives (17.7% vs. 12.2%). This result is also in consonance with the findings of Java (2015) in her previous study regarding student services and of Java and Java (2015) regarding the living arrangement while studying at CPU of those student-respondents who participated in their study.

Table 1. Distribution of Respondents as to age, sex, college, religion, year level, place of origin, type and place of high school graduated from and living arrangement while studying at CPU. (fix)

Profile/Categories	f	%
Age		
20 and below	298	82.5
21 and above	63	17.5
Total	361	100.0
Mean Age = 19.72		
Sex		
Male	119	33.0
Female	242	67.0
Total	361	100.0
Religion		
Baptist	49	13.6
Roman Catholic	277	76.7
Born Again	16	4.4
Aglipay	3	0.8
Iglesia ni Kristo	6	1.7
Adventist	7	1.9
Latter-Day Saints	2	0.6
Islam	1	0.3
Total	361	100.0
College		
Agriculture	12	3.3
Arts and Sciences	43	11.9
Business and Accountancy	92	25.5
Computer Studies	35	9.7
Education	22	6.1
Engineering	50	13.9

Table 1 continued.

Profile/Categories	f	%
College		
Hospitality Management	35	9.7
Nursing	29	8.0
Theology	2	0.6
Pharmacy	16	4.4
Medical Laboratory Science	25	6.9
Total	361	100.0
Year Level		
First Year	155	42.9
Second Year	7	1.9
Third Year	31	8.6
Fourth Year	155	42.9
Fifth Year	13	3.6
Total	361	100.0
Place of Origin		
Barangay	278	77.0
Town	49	13.6
City	34	9.4
Total	361	100.0
Type of High School Graduated from		
Public	170	47.1
Private	155	42.9
State College/University	36	10.0
Total	361	100.0
Place of High School Graduated From		
Barangay	41	11.4
Town	158	43.8
City	162	44.9
Total	361	100.0
Living Arrangement while in School		
Own House	190	52.6
Apartment	33	9.1
Living with Relatives	44	12.2
Boardinghouse	64	17.7
Dormitory	22	6.1
Living with Other people	2	0.6
Others	4	1.1
Combination	2	0.6
Total	361	100.0

Awareness of Student Services and Programs in General

The data in Table 2 provide an affirmation that the students are very much aware of the presence or existence of the twenty different student services and programs of the university through the years. Looking closely at their scores reveal that majority of them are aware of all twenty different student services and programs offered by the University (lowest is Services for Student with Special Needs and Persons with Disabilities = 73.4% in 2015 and Chaplaincy Program = 82.3% in 2018 and highest is Health Services = 97.4% in 2015 and Orientation Services = 96.7% in 2018). The top student services and programs that the respondents are aware of at present (2018) and in 2015 are: Orientation Services (96.7% vs. 97.1%); Safety and Security Services (96.4% vs. 97.7%) and Admission Services (95.8% vs. 96.1%).

The services and programs which received the lowest percentages of awareness among the respondents in 2015, namely, Services for Students with Special Needs and Persons with Disabilities and International Student Services had increased in 2018 (26.6% vs. 16.9% and 12.3% vs. 10.8% respectively for those students who are not aware of these services).

Again, this result is an affirmation of the finding that every service that the student services office provides must be visible and accessible to every individual student within the campus (Bedia, 2012).

Table 2. Comparison of the Students' Awareness of Student Services and Programs in General for two School Years (2015 and 2018)

Student Services and Programs	Aware				Not Aware			
	2015		2018		2015		2018	
	f	%	f	%	f	%	f	%
Admission Services	368	96.1	346	95.8	15	3.9	15	4.2
Chaplaincy Program	338	88.3	297	82.3	45	11.7	64	17.7
Cultural and Arts Programs	346	90.3	326	90.3	37	9.7	35	9.7
Food Services (Dining Hall)	361	94.3	319	88.4	22	5.7	42	11.6
Guidance Services	353	92.2	337	93.4	30	7.8	24	6.6
Health Services	373	97.4	330	91.4	10	2.6	31	8.6
International Student Services	308	80.4	312	86.4	75	19.6	49	13.6
Leadership Training	336	87.7	322	89.2	47	12.3	39	10.8
Orientation Services	372	97.1	349	96.7	11	2.9	12	3.3
Placement Services	325	84.9	298	82.5	58	15.1	63	17.5
Safety and Security Services	374	97.7	348	96.4	9	2.3	13	3.6
Scholarships and Financial Assistance	352	91.9	341	94.5	31	8.1	20	5.5
Services for Students with Special Needs and Persons with Disabilities	281	73.4	300	83.1	102	26.6	61	16.9
Social and Community Involvement Programs	338	88.3	319	88.4	45	11.7	42	11.6
Sports Development Programs	359	93.7	332	92	24	6.3	29	8
Student Discipline	366	95.6	339	93.9	17	4.4	22	6.1
Student Government (CPUR)	371	96.9	342	94.7	12	3.1	19	5.3
Student Housing and Residential Services	326	85.1	300	83.1	57	14.9	61	16.9
Student Organizations	356	93	342	94.7	27	7	19	5.3
Student Publication	367	95.8	329	91.1	16	4.2	32	8.9

Importance of Student Services and Programs in General

The data in Table 3 show that the respondents have attached a great value on the presence or existence of the twenty different student services and programs in the university during the surveys conducted in 2015 and 2018 (Overall Mean = 4.53 (2015); 4.57 (2018)). The top three student services and programs that the respondents have attached great value and importance to are: Safety and Security Services (very important = 82.3% (2018), and 77.0% (2015) and mean score = 4.72 versus 4.80; Health Services (very important = 77.6% (2018) and 74.2% (2015) and mean score = 4.64 versus 4.74; and Orientation Services (very important = 75.9% (2018), and 77.3% (2015) and mean score = 4.75 versus 4.73. Although they have also attached great value or importance to the presence of International Student Services (Very important = 49.3% (2018), and 42.3% (2015)) and Student Housing and Residential Services (very important = 49.6% (2018), and 46.0% (2015), the percentages of these are quite low compared to the value they had attached to the other services and programs.

There are very minimal decreases in the mean score of importance of the following student services and programs, namely: Chaplaincy program (from 4.54 to 4.50), Orientation services (from 4.75 to 4.73), Placement services (from 4.57 to 4.33), Social and community involvement programs (from 4.48 to 4.47), Student government (from 4.53 to 4.47), Student organizations (from 4.49 to 4.47). The minimal drop in their mean scores in these student services and programs may be explained by the fact that there was a recess of having freshmen for two school years because of the implementation of the K-12 program and also because the respondents for the

year 2018 involved the sample from the whole population, that is, from first year until fourth year unlike in the year 2015, wherein the respondents were all graduating students.

Overall, it could be said that these results simply show that students, through the years, still give importance to and value their safety and security, and health by the values they had attached to these program and services. Moreover, that they believed that there is a need for them to be aware of all these programs and services that is why they had attached also a high value to the orientation services, wherein through this service, they will be made aware of all these programs and activities.

Availment of Offices/Student Services and Programs under the Vice President for Student Affairs (SY 2018 – 2019)

The data presented in the Table 5 show the availment of the respondents of the services and programs under the Vice President for Student Affairs. The data show the student services and programs which are meant for all students were availed by the students, namely: Guidance Services Center (82.3%); Medical Clinic (82.0%); Clinical Laboratory (77.3%); and Swimming Pool (75.1%). However, the Dental Clinic which is meant for all students were availed by a little less than two-fifths of the studentry (38.0%).

The other services and programs were availed by more or less one-fourth to around three fifths of the students because of the nature of their service or program which is not meant for all students. For example, Dormitories (25.8%) is not meant for all for the dormitories of the university cannot cater to all students. Thus, there is a need for the university to build state of the art dormitories which could accommodate many students. The Sports and Athletics (43.5%) also caters only to the athletes of the university, thus, all other students are not aware of its services. The Career and Placement Office is meant to help the graduating students or graduates of the university, hence, underclassmen of the university are not aware of its services also. Student Discipline (48.8%) caters to those students who have done mistakes and meant for the security of the students, hence, if a student is a law-abiding citizen, he/she will not come into contact with this office or program. Student Development and Programs caters most likely to scholars and student-leaders, hence, if a

student does not qualify under this banner, he/she may not be able to experience the services and programs of this office.

These results show that there is a need to increase students' awareness of these services and programs so that they can avail of them or tell other students about the existence of these services and programs so that if they need them they can avail of them. Again, 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"*. This also conforms to Bedia's findings (2012) wherein there is also low extent of utilization or availment of guidance services of STI among his respondents.

Table 5. Respondents' Availment of Offices/Student Services and Programs under the Vice President for Student Affairs (SY 2018-2019)

Availment of Offices/Student Services and Programs under Vice President for Student Affairs	Availed		Not Availed	
	f	%	f	%
Guidance Services Center	297	82.3	64	17.7
Student Development and Programs	214	59.3	147	40.7
Swimming Pool	271	75.1	90	24.9
Dental Clinic	137	38.0	224	62.0
Medical Clinic	296	82.0	65	18.0
Dormitories	93	25.8	268	74.2
Career Placement Office	162	44.9	199	55.1
Sports and Athletics	157	43.5	204	56.5
Clinical Laboratory	279	77.3	82	22.7
Student Discipline	176	48.8	185	51.2

Assessment of Offices/Student Services and Programs under Vice President for Student Affairs

The assessment of offices/student services and programs under the VPSA is found in Table 6. The data show that around one-fifth to more than two-fifths of the respondents were not able to avail of the offices/student services and programs under the VPSA (Guidance Services Center = 17.7% and Dormitories = 74.2%). It follows that one cannot assess what one had not availed of. However, for those who had availed and had assessed these services and programs, the net score of the degree of satisfaction of their availment of these offices/student services and programs under the VPSA ranged from 75.1% of the Medical Clinic) up to 91.6% of the Student development and programs which are all higher than 70.0% which is equivalent to excellent. This means that all the respondents, regardless of the degree of satisfaction of their availment of these services and programs under the VPSA, felt that they were satisfied of all the services they had availed of. The two offices that received barely 75.0% net score of satisfaction are: Medical Clinic (75.1%) with 4.4% or 13 respondents who were dissatisfied and 8.0% or 29 respondents who were neither satisfied nor dissatisfied of its services and Swimming Pool (75.5%) with 3.4% or 12 respondents who were dissatisfied and 8.9% or 32 respondents who were neither satisfied nor dissatisfied of its services. A close look of the comments and suggestions for these offices which had incurred below 76.0% net score of satisfaction prove that something should be done by the management about these services. Some of the comments and suggestions for the Medical Clinic are as follows: *“improve their services”, “the doctors and working students should be more friendly, approachable and polite, and not*

grumpy and rude”. Some of the negative comments and feedbacks regarding the Swimming Pool are as follows: *“the staff should be more approachable and not so strict”, facilities must be improved and maintained like locker rooms, bathroom and comfort room”, “maintain cleanliness of the pool and surrounding area.”*

Once again, these results prove that there is a need to increase students’ awareness of these services and programs so that they can avail of them or tell other students about the existence of these services and programs so that if they need them they can avail of them which was the findings of Bedia (2012) and that they will be satisfied of their availment of such services.

Table 6. Respondents’ Assessment of Offices/Student Services and Programs under Vice President for Student Affairs

Assessment of Offices/Student Services and Programs under Vice President for Student Affairs	NA		Definitely Dissatisfied		Dissatisfied		Neither Satisfied nor Dissatisfied		Satisfied		Definitely Satisfied		Net Score for Satisfaction %
	f	%	f	%	f	%	f	%	f	%	f	%	
Guidance Services Center	64	17.7			1	0.3	15	4.2	97	26.9	184	51.0	91.1
Student Development and Programs	147	40.7			1	0.3	14	3.9	69	19.1	130	36.0	91.6
Swimming Pool	90	24.9	2	0.6	10	2.8	32	8.9	114	31.6	113	31.3	75.5
Dental Clinic	224	62.0	1	0.3	2	0.6	26	7.2	41	11.4	67	18.6	83.9
Medical Clinic	65	18.0	4	1.1	12	3.3	29	8.0	91	25.2	160	44.3	75.1
Dormitories	268	74.2	2	0.6	3	0.8	16	4.4	38	10.5	34	9.4	88.3
Career Placement Office	198	54.8			2	0.6	16	4.4	62	17.2	83	23.0	90.0
Sports and Athletics	203	56.2	1	0.3	6	1.7	16	4.4	65	18.0	70	19.4	87.2
Clinical Laboratory	81	22.4	3	0.8	6	1.7	28	7.8	99	27.4	144	39.9	79.4
Student Discipline	184	51.0	2	0.6	2	0.6	15	4.2	60	16.6	98	27.1	76.9

Assessment of Importance of Offices/Student Services and Programs under Vice President for Student Affairs

The assessment of the importance of offices/ student services and programs under the Vice President for Student Affairs is found in Table 7. It could be seen in the data that all the respondents had attached great importance to all the offices/ student services and programs under the Vice President for Student Affairs (combined Important and Very Important rating ranges from 88.6% for the Dormitories and the highest is Guidance Services Center, 98.4%). It followed that among the offices/student services under the VPSA, some of the respondents felt that the dormitories again are not that important (combined percentage of not at all important, not important and neither important or unimportant is 11.3% or a total of 41 students out of the 364 respondents). Moreover, the net score of the degree of importance of the presence of the offices/student services and programs under the VPSA ranged from 77.3% of the Dormitories) up to 96.7% of the Guidance Services Center which are all higher than 70.0% which is equivalent to excellent. This means that all the respondents, regardless of the degree of importance they had attached to these services and programs under the VPSA, felt that these are all important in their lives.

Table 11. Respondent’s Assessment of Importance of Offices/Student Services and Programs under Vice President for Student Affairs

Importance of Offices/Student Services and Programs under Vice President for Student Affairs	Not at All Important		Not Important		Neither Important or Unimportant		Important		Very Important		Net Score of Importance
	f	%	f	%	f	%	f	%	f	%	
Guidance Services Center					6	1.7	45	12.5	310	85.9	96.7
Student Development and Programs			1	0.3	9	2.5	58	16.1	293	81.2	94.5
Swimming Pool			3	0.8	27	7.5	108	29.9	223	61.8	83.4
Dental Clinic			3	0.8	21	5.8	76	21.1	261	72.3	86.8
Medical Clinic	2	0.6	1	0.3	10	2.8	55	15.2	293	81.2	92.7
Dormitories	3	0.8	3	0.8	35	9.7	99	27.4	221	61.2	77.3
Career Placement Office	1	0.3	1	0.3	22	6.1	96	26.6	241	66.8	86.7
Sports and Athletics	2	0.6			28	7.8	98	27.1	233	64.5	83.2
Clinical Laboratory	1	0.3			10	2.8	66	18.3	284	78.7	93.9
Student Discipline	1	0.3	1	0.3	14	3.9	56	15.5	289	80.1	91.1

Respondents’ Awareness and Availment of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents’ awareness of student services and programs under the Office of the VPSA and their availment of these programs is found in Table 8. The data show that those respondents who have high level of awareness of student services and programs also have high availment of these services and programs. This truth is supported by the Gamma test of association between these two variables which yielded the value of 0.601 with p value of 0.000 which is significant. Hence, it could be said that those who have high awareness of the presence of student services and programs under the office of the Vice President for Student Affairs of the university are more likely to have high availment of such programs and services.

Table 8. Relationship Between Respondents' Awareness and Availment of the Offices/Student Services and Programs under the Vice President for Student Affairs

Awareness of Offices/Student Services and Programs under VPSA	Availment of Offices/Student Services and Programs under Vice President for Student Affairs							
	High		Average		Low		Total	
	f	%	f	%	f	%	f	%
High	97	29.9	129	39.8	98	30.2	324	100.0
Average	1	3.2	14	45.2	16	51.6	31	100.0
Low					6	100.0	6	100.0
Total	98	27.1	143	39.6	120	33.2	361	100.0

Gamma = 0.601 p = 0.000 Significant

Respondents' Awareness and Assessment of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents' awareness of student services and programs under the office of the VPSA and their assessment of these programs is found in Table 9. The data show that those respondents who have high level of awareness of student services and programs under the office of the VPSA also have very good or definitely satisfied assessment of these services and programs. This truth is supported by the Gamma test of association between these two variables which yielded the value of -0.983 with p value of 0.000 which is significant. Hence, it could be said that those who have high awareness of the presence of student services and programs under the office of the VPSA of the university are more likely to have very good assessment or are definitely satisfied of such programs and services.

Table 9. Relationship Between Respondents' Awareness and Assessment of the Offices/Student Services and Programs under the Vice President for Student Affairs

Awareness of Offices/Student Services and Programs under Vice President for Student Affairs	Assessment of Offices/Student Services and Programs under Vice President for Student Affairs											
	Definitely Dissatisfied		Dissatisfied		Neither Satisfied nor Dissatisfied		Satisfied		Definitely Satisfied		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
High			2	2.0	3	3.1	35	35.7	58	59.2	98	100.0
Average	1	0.7	30	21.0	101	70.6	11	7.7			143	100.0
Low	42	35.0	78	65.0							120	100.0
Total	43	11.9	110	30.5	104	28.8	46	12.7	58	16.1	361	100.0

Gamma = -0.983 p = 0.000 Significant

Respondents' Awareness and Importance of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents' awareness of student services and programs under the Office of the VPSA and the degree of importance they attach to these programs is found in Table 10. The data show that those respondents who have high level of awareness of student services and programs under the office of the VPSA also have attached high importance to the presence of these services and programs in the university. However, this truth is not supported by the Gamma test of association between these two variables which yielded the value of 0.388 with p value of 0.146 which is not significant. Hence, it could be said that regardless of the degree of awareness, be it high, average or low, of the respondents of the presence of student services and programs under the office of the VPSA of the university, they are more likely to attach high importance to the presence of such programs and services in the university.

Table 10. Relationship between Respondents' Awareness and Assessment of Importance of the Offices/Student Services and Programs under the Vice President for Student Affairs

Awareness of Offices/Student Services and Programs under VPSA	Importance of Offices/Student Services and Programs under Vice President for Student Affairs								
	Neither Important or Unimportant		Important		Very Important		Total		
	f	%	f	%	f	%	f	%	
High	3	0.9	26	8.0	295	91.0	324	100.0	
Average			6	19.4	25	80.6	31	100.0	
Low			1	16.7	5	83.3	6	100.0	
Total	3	0.8	33	9.1	325	90.0	361	100.0	
Gamma = -0.388		p = 0.146		Not Significant					

Respondents' Availment and Assessment of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents' availment of student services and programs under the office of the VPSA and their assessment of their satisfaction of these services and programs is found in Table 11. The data show that those respondents who have high level of availment of these student services and programs under the office of the VPSA are definitely satisfied of these services and programs offered in the university. This truth is supported by the Gamma test of association between these two variables which yielded the value of 0.983 with p value of 0.000 which is significant. Hence, it could be said that those who have high availment of these student services and programs under the office of the VPSA of the university are more likely to be definitely satisfied of the presence of such programs and services in the university. This finding is supported by the relationship

between their awareness of these services and programs and their availment of these as well by the relationship between their awareness and assessment of these services which are all significant. Indeed, it follows that those respondents who were aware of these services and programs can avail of them and can assess them more positively.

Table 11. Relationship Between Respondents' Availment and Assessment of the Offices/Student Services and Programs under the Vice President for Student Affairs

Availment of Offices/Student Services and Programs under Vice President for Student Affairs	Assessment of Offices/Student Services and Programs under Vice President for Student Affairs											
	Definitely Dissatisfied		Dissatisfied		Neither Satisfied nor Dissatisfied		Satisfied		Definitely Satisfied		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
High			2	2.0	3	3.1	35	35.7	58	59.2	98	100.0
Average	1	0.7	30	21.0	101	70.6	11	7.7			143	100.0
Low	42	35.0	78	65.0			12.7				120	100.0
Total	43	11.9	110	30.5	104	28.8	46	16.1	58	16.1	361	100.0

Gamma = -0.983 p = 0.000 Significant

Respondents' Availment and Importance of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents' availment of student services and programs under the Office of the VPSA and their assessment of their satisfaction of these services and programs is found in Table 12. The data show that those respondents who have high level of availment of these student services and programs under the office of the VPSA are definitely satisfied of these services and programs offered in the university. However, this truth is not supported by the Gamma test of association between these two variables which yielded the value of -0.092 with p value of

0.512 which is not significant. Hence, it could be said that regardless of the degree of availment, be it high, average or low, of the respondents of these student services and programs under the office of the VPSA of the university, they are more likely to attach high importance to the presence of such programs and services in the university. This finding is being supported by the relationship of the respondents' awareness of these student services and programs and the importance they have attached to this which is not significant.

Table 12. Relationship Between Respondents' Availment and Assessment of Importance of the Offices/Student Services and Programs under the Vice President for Student Affairs

Awareness of Offices/Student Services and Programs under VPSA	Importance of Offices/Student Services and Programs under Vice President for Student Affairs								
	Neither Important or Unimportant		Important		Very Important		Total		
	f	%	f	%	f	%	f	%	
High			8	8.2	90	91.8	98	100.0	
Average	2	1.4	13	9.1	128	89.5	143	100.0	
Low	1	0.8	12	10.0	107	89.2	120	100.0	
Total	3	0.8	33	9.1	325	90.0	361	100.0	
Gamma = -0.092		p = 0.512		Not Significant					

Respondents' Assessment and Importance of Student Services and Programs under the Office of the Vice President for Student Affairs

The relationship between the respondents' assessment of student services and programs under Office of the VPSA and the importance they had attached to these services and programs is found in Table 13. The data show that those respondents who are definitely satisfied of these student services and programs under the office of the VPSA

have attached great value or importance to these services and programs offered in the university. However, this truth is not supported by the Gamma test of association between these two variables which yielded the value of 0.209 with p value of 0.099 which is not significant. Hence, it could be said that regardless of the degree of satisfaction of the availed student services and programs under the office of the VPSA of the university by the respondents, they are more likely to attach great value or importance to the presence of such programs and services in the university.

Table 13. Respondents' Assessment and Importance of Student Services and Programs under the Office of the Vice President for Student Affairs

Assessment of Offices/Student Services and Programs under VPSA	Importance of Offices/Student Services and Programs under Vice President for Student Affairs								
	Neither Important or Unimportant		Important		Very Important		Total		
	f	%	f	%	f	%	f	%	
Definitely Dissatisfied	1	2.3	4	9.3	38	88.4	43	100.0	
Dissatisfied	2	1.8	13	11.8	95	86.4	110	100.0	
Neither Satisfied or Dissatisfied			9	8.7	95	91.3	104	100.0	
Satisfied			3	6.5	43	93.5	46	100.0	
Definitely Satisfied			4	6.9	54	93.1	58	100.0	
Total	3	0.8	33	9.1	325	90.0	361	100.0	
Gamma = 0.209		p = 0.099		Not Significant					

DISCUSSION

On the whole, this descriptive-relational study which made use of the one-shot survey design had determined the awareness, availment, assessment and importance of student services in the lives of students at Central Philippine University. The study found out that majority of the respondents are young, females, Roman Catholics, first and fourth year levels from the College of Business and Accountancy who graduated from public and private high schools located in the cities and towns and living with their parents while studying in the university; they are very much aware of the presence or existence of the twenty different student services and programs of the university during the two school years of the survey (2015 and 2018) and have attached a great value upon the presence or existence of these different student services and programs in the university; and majority of them are aware and had availed of the services and programs under the Vice President for Student Affairs, specially, Medical Clinic; Clinical Laboratory; and Guidance Services Center. Again, 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"*.

The respondents' place of origin is significantly related to the importance they attach to student services and programs in general of the university. This means that students who came from barangays are more likely to attach more importance to these student services and programs compared to students who came from towns and cities. Also, their awareness of student services and programs under the Office of the Vice President for Student Affairs is significantly

related to their availment and assessment of these services and programs. Hence, it could be said that those who have high awareness of the presence of student services and programs under the Office of the Vice President for Student Affairs of the university are more likely to have high availment of such programs and services and are more likely to have very good assessment or are definitely satisfied of such programs and services. However, the respondents' availment of student services and programs under the Office of the Vice President for Student Affairs is not significantly related to the assessment and degree of importance they attach to these programs and services. Hence, it could be said that regardless of the degree of availment, be it high, average or low, of the respondents of these student services and programs under the Office of the VPSA of the university, they are more likely to attach high importance to the presence of such programs and services in the university.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

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

1. Majority of the respondents are young, females, Roman Catholics, first and fourth year levels from the College of Business and Accountancy who graduated from public and private high schools located in the cities and towns and living with their parents while studying in the university.
2. The respondents are very much aware of the presence or existence of the twenty different student services and

programs of the university during the two school years of the survey (2015 and 2018) and have attached a great value on the presence or existence of these different student services and programs in the university. Comparing the results, it could be seen that the lowest is Services for Student with Special Needs and Persons with Disabilities in 2015 and Chaplaincy Program in 2018 and the highest is Health Services in 2015 and Orientation Services in 2018. The top student services and programs that the respondents are aware of at present (2018) and in 2015 are: Orientation Services; Safety and Security Services and Admission Services. The services and programs which received the lowest percentages of awareness among the respondents in 2015, namely, Services for Students with Special Needs and Persons with Disabilities and International Student Services had increased a little in 2018. The top three student services and programs that the respondents have attached great value and importance are: Safety and Security Services, Health Services, and Orientation Services. Although they have also attached great value or importance to the presence of Placement Services (46.0%), International Student Services and Student Housing and Residential Services, the percentages of these are quite low compared to the value they had attached to the other services and programs.

3. Majority of the respondents are aware and had availed of the services and programs under the Vice President for Student Affairs. The top three services and programs under the VPSA that the students are aware of are: Medical Clinic; Clinical Laboratory; and Guidance Services Center. This result is understandable because majority of the respondents are freshmen and their present

experience is with these services when they underwent physical examination and with their SEAL (Self Enhancement Activities for Life) classes with the Guidance Services Center. Moreover, low percentage of awareness of the Career Placement Office is due to the fact that these students had not availed yet of the services of the said office. The student services and programs which are meant for all students were availed by the majority of students, namely: Guidance Services Center; Medical Clinic; Clinical Laboratory; and Swimming Pool. However, the Dental Clinic which is meant for all students were availed by a little less than two-fifths of the studentry only. Moreover, the other services and programs were availed by more or less one-fourth to around three fifths of the students because of the nature of their service or program which is not meant for all students like the Dormitories; the Sports and Athletics also caters only to the athletes of the university; the Career and Placement Office which is meant to help the graduating students or graduates of the of the university; Student Discipline which caters to those students who have done mistakes and meant for the security of the students; and, Student Development and Programs which caters most likely to scholars and student-leaders. These results show that there is a need to increase students' awareness of these services and programs so that they can avail of them or tell other students about the existence of these services and programs so that if they need them they can avail of them. Again, 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"*. This also conforms to Bedia's findings (2012) wherein there is also low extent of utilization or

availment of guidance services of STI among his respondents.

4. The respondents' characteristics such as age, sex, college, religion, type of high school graduated from, place of high school graduated from, place of origin, and living arrangement while in school are not significantly related to their awareness of the student services and programs in general of the university. This means that regardless of their characteristics, they are much aware of the student services and programs in general of the university. These results is the same with the results of the survey conducted in 2015.
5. The respondents' place of origin is significantly related to the importance they attach to student services and programs in general of the university. This means that students who came from barangays are more likely to attach more importance to these student services and programs compared to students who came from towns and cities. On the other hand, the respondents' characteristics such as age, sex, college, religion, type of high school graduated from, place of high school graduated from, and living arrangement while in school are not significantly related to the importance they attach to these student services and programs.
6. The respondents' awareness of student services and programs under the Office of the Vice President for Student Affairs is significantly related to their availment and assessment of these services and programs. Hence, it could be said that those who have high awareness of the presence of student services and programs under the office of the Vice President for Student Affairs of the

university are more likely to have high availment of such programs and services and are more likely to have very good assessment or are definitely satisfied of such programs and services.

7. The respondents' availment of student services and programs under the Office of the Vice President for Student Affairs is not significantly related to the assessment and degree of importance they attach to these programs and services. Hence, it could be said that regardless of the degree of availment, be it high, average or low, of the respondents of these student services and programs under the office of the VPSA of the university, they are more likely to attach high importance to the presence of such programs and services in the university.

Recommendations

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

1. Since the students had expressed their need by attaching great importance to these institutional services, it is hereby recommended that the university should maintain the quality services that it offers to students. This is true for the general student services and programs as well as the student services and programs offered under the office of the Vice President for Student Affairs.
2. Moreover, since students come and go, there is a need to conduct this study preferably every two years to know the sentiment of the present students so as their needs could be catered to.

3. Specific comments and suggestions given by the respondents for each office/student services and programs under the VPSA should be looked into by the concerned unit for further improvement of the delivery of services to the students.

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