

**THE LEVEL OF
SATISFACTION OF THE
SECONDARY CUSTOMERS
OF CENTRAL PHILIPPINE
UNIVERSITY AND THE
POSSIBILITY OF SENDING
RETURN CUSTOMERS TO
THE UNIVERSITY**

BY

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Background of the Study

The business and institutional marketplace is undergoing major transformation. Markets are commoditizing, customer firms are consolidating, companies and markets are getting global, and technology is rapidly altering the way products are designed, produced, sold, and delivered. The personnel tasked with marketing their firm's goods and services must cope with multiple forces that are continually changing the environment which they operate.

If an organization is to survive, it must respond to changes in its environment. According to Robbins (1993), change essentially falls into three categories: structure, technology and people. Changing people refers to change in the employees' attitude, skills, expectations, perceptions and behavior. The institution's ability to become and remain "change capable" is a key to its survival. One core area where regular diagnosis is needed is customer satisfaction.

Thayer (2004) said that customer satisfaction is closely linked to institutional service quality. In recent years, many companies have adopted total quality management (TQM) programs, designed to constantly improve the quality of their products services, and the delivery of products to customers. Quality has direct impact on product performance and on customer satisfaction.

Total quality management (TQM) according to Kotler, 1997 is a corporate strategy that focuses total company efforts on manufacturing superior products with continuous technological improvement and zero defects that satisfy customer needs.

Defining quality as customer satisfaction means that marketer must continually monitor the customer's changing requirements as well as competitive offerings and adjust product offerings as needed, since the customer evaluates a company's product relative to competing products.

Gaining customer satisfaction according to Thayer (2004), depends on a product's perceived performance in delivering value relative to a buyer's expectation. If the product's performance falls short of the customer's expectations, the buyers are dissatisfied. If performance matches expectations, the customer is satisfied.

Like all other fields of businesses, the field of education is very competitive and dynamic. The educational landscape keeps on constantly changing that for an educational institution to survive, it must deliver the best quality education to its customers, the students. Such is the case of Central Philippine University (CPU), Jaro, Iloilo City which is the number one tertiary educational institution in Western Visayas, in terms of the percentage of board exam passers and level three accredited programs.

Central Philippine University has recently adopted Total Quality Management (TQM) in its operation with its certification with the International Organization for Standardization (ISO) on December 2004, an effort to achieve organization wide and internationally recognized excellent operational quality. The TQM of the university extends to suppliers, immediate customers (students) as focal point for its service and secondary customers (parents and guardians) satisfaction as the driving force.

Total involvement of the workforce in TQM is important from the president down to the rank and file for the university to achieve its commitment of an Exemplary Christian Education for Life (EXCEL). It is important to find out the satisfaction of the secondary customers of Central Philippine University and the possibility of them sending return customers to the university. Measuring secondary customer satisfaction is one of the quality objectives of the University which should be done every school-year and in line with its ISO certification in December 2004.

Aberia (2004) found that the secondary customers of the University were satisfied with the educational services and facilities of the University. It would be interesting to find if there has been a change in the level of satisfaction of the secondary customer of the University for the second year, thus the need for this investigation.

Statement of the Problem and the Hypotheses

This investigation attempted to analyze the level of satisfaction of the secondary customers of Central Philippine University and the possibility of their sending return customers to the university.

Specifically, this investigation attempted to answer the following questions:

1. What are the respondents' personal characteristics?
2. What are the participants' sources of information on the school experiences of their children while studying at Central Philippine University?
3. What is the secondary customers' distribution and view of the student admission and enrollment procedure when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?

Specifically, this investigation attempted to answer the following questions:

4. What is the secondary customers' distribution and view of the tuition and fees of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?
5. What is the secondary customers' distribution and view of the billing practices of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?

Specifically, this investigation attempted to answer the following questions:

6. What is the secondary customers' distribution and perception of the instructional effectiveness of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?
7. What is the secondary customers' view of the grading system of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?

Specifically, this investigation attempted to answer the following questions:

8. What is the secondary customers' distribution and belief of the educational climate of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?
9. What is secondary customers' distribution and judgment of the safety and security of their children in the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?

Specifically, this investigation attempted to answer the following questions:

10. What is the secondary customers' distribution and view of the support services of the university when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?
11. What is the secondary customers' level of satisfaction when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?

Specifically, this investigation attempted to answer the following questions:

12. What is the possibility that secondary customers will send return customers to CPU when taken as an entire group and when classified according to age, address, number of children, number of children enrolled at CPU, family's monthly income, and whether or not the participant is an alumnus of the University?
13. Is there significant relationship between the secondary customers' age and their view of the student admission and enrollment procedure, opinion on tuition and fees, view of the billing practices of the University, perception of instructional effectiveness, opinion of the grading system of the University, belief of the educational climate, judgment of safety and security of their children while studying in the University, and opinion of the support services of the University?

Specifically, this investigation attempted to answer the following questions:

14. Is there significant relationship between the secondary customers' address and their view of the student's admission and enrollment procedure of the University, opinion of tuition and fees, view of the billing practices of the University, perception of the instructional effectiveness, opinion of the grading system, belief of the educational climate of the University, judgment of safety and security, and opinion of the support services of the University?
15. Is there significant relationship between the secondary customers' number of children and the view of then student admission and enrolment procedure of the University, opinion of tuition and fees, view of the billing practices of the university, perception of instructional effectiveness, opinion of the grading system, belief of the educational climate, judgment of safety and security, and opinion of the support services of the University?

Specifically, this investigation attempted to answer the following questions:

16. Is there significant relationship between the secondary customers' number of children enrolled at the University and their view of the student admission and enrollment procedure of the University, opinion of the tuition and fees, view of the billing practices of the University, perception of the instructional effectiveness, opinion of the grading system, judgment of safety and security, and opinion of the support services of the University?
17. Is there significant relationship between the respondents' family's monthly income and their view of the student admission and enrollment procedure of the University, opinion of the tuition and fees, view of the billing practices, perception of instructional effectiveness, opinion of the grading system of the university, view of the educational climate, judgment of safety and security, and opinion of the support services of the University?

Specifically, this investigation attempted to answer the following questions:

18. Is there significant relationship between the respondents' being a CPU graduate or not and their view of the student admission and enrollment procedure of the University, opinion of the grading system, view of the billing practices, perception of instructional effectiveness, opinion of the grading system, view the educational climate of the university, judgment of safety and security, and opinion of the support services of the University?
19. Which among the independent variables – student admission and enrollment procedure, tuition and fees, billing practices, instructional effectiveness, grading system, educational climate, safety and security, and support services could significantly predict the satisfaction of the secondary customers of the University and how much variation in the dependent variable could be explained by the linear function of the dependent variables?

Specifically, this investigation attempted to answer the following questions:

20. Which among the independent variables – student admission and enrollment procedure, tuition and fees, billing practices, instructional effectiveness, grading system, educational climate, safety and security, and support services could significantly predict the possibility of the secondary customers' sending return customers to the University and how variation in the variable could be explained by the linear function of the independent variables?
21. Is there significant relationship between secondary customer satisfaction and the possibility of their sending return customers to the University?

Theoretical Framework

This investigation is anchored on several theories which are listed below.

Armstrong (1997) states that responsive companies take direct measure of customer satisfaction by conducting regular surveys. They send questionnaires or make telephone calls to a sample of recent customers to find out how they feel about various aspects of the company's performance. Customer satisfaction is the ultimate goal of relationship marketing, but, in order to achieve the goal, better internal relationship among business units, employees and functional departments must be established.

Relationships with agencies outside the company whose performance impacts on the final success of the marketing process must be developed.

In the field of economics (Jimenez, 1995), economists believe that a satisfying product will induce the consumer to buy the make of it, or the brand, in succession. After successive consumptions, the product will bring less and less amount of satisfaction. This is known as the Law of Diminishing Marginal Utility. This law states that at certain saturation point, the consumer became incapable of enjoying the product. The satisfaction a consumer derive from a product influences his demand for a product.

A customer-centered organization makes it easy for customers to make suggestions or complaints. Such practice enables the company to act more quickly to resolve problems, they also provide a company good ideas for improved products and services (Kotler 1999)..

Continual improvement according to Stevenson (1996), the quest for quality and better service to the customers should be gradual. Competitors will seek to provide better service and customers will be able to expect it. Competitive benchmarking should serve as a way for improving or modeling an organization. Top management must be committed and involved. Successful TQM programs are build-through the combined efforts of everyone in the organization.

The success or failure of an organization or institution depends to a large extent on the performance of employees who share knowledge, skills, and commitment to the institution (Hammond, 1997). He also viewed commitment as a partial, affective attachment of the employee to the goals and values of the organization in relation to the employee's own goals and values. People tend to stay in an organization that will enable them to realize their economic, social, and psychological needs and wants.

For progress, the educational system (Wankel and Stoner, 1987) needs enlightened, responsible and committed leaders. Leaders who can induce followers to pursue goals that reflect the needs and aspiration of the organization are important for the survival of the organization. Employee oriented managers try to motivate rather than control subordinates. They encourage employees to participate in decisions that affect them by forming friendly, trusting, and respectful relationship with other employees.

Research Paradigm

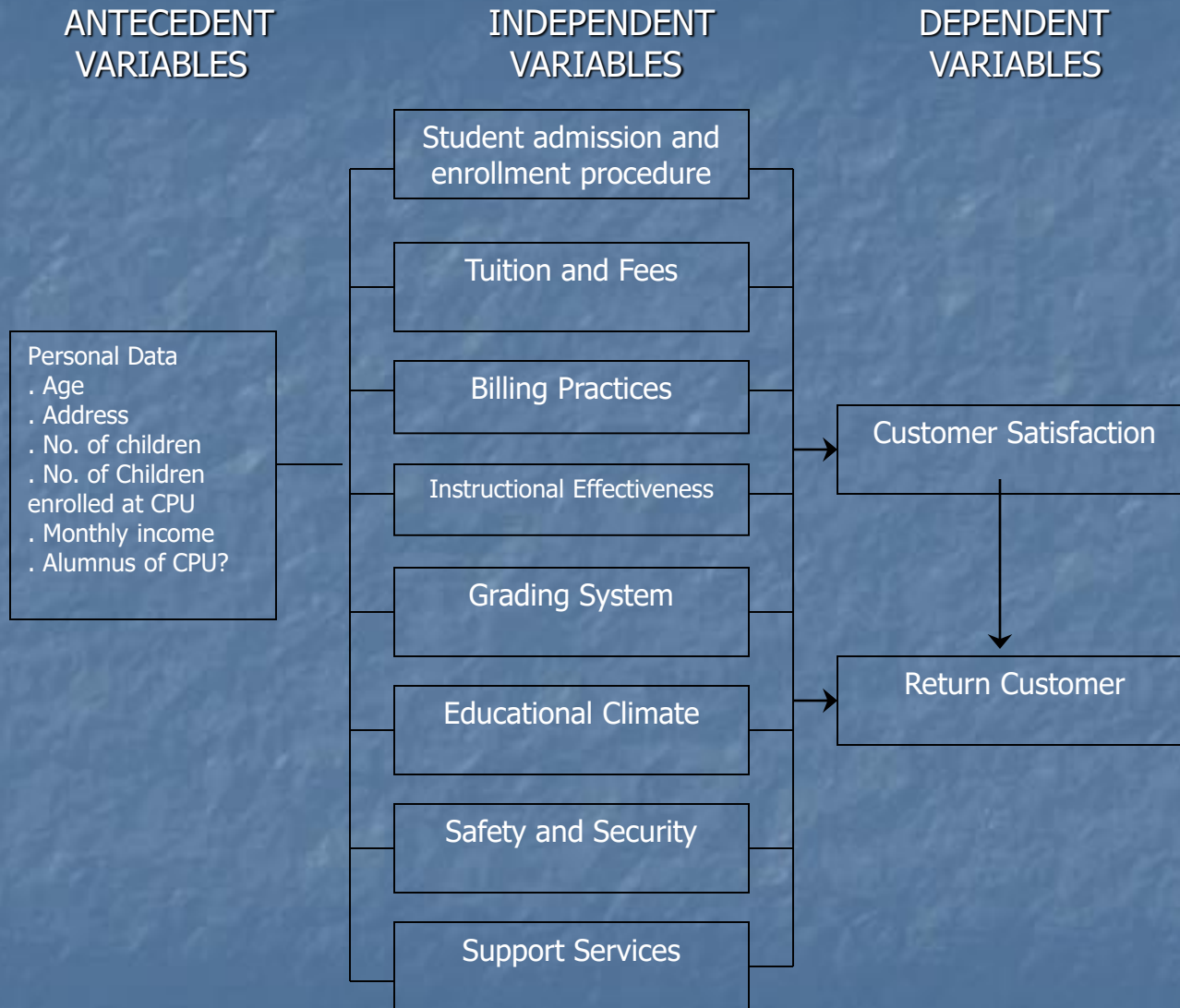


Figure 1. Assumed Flow of Relationships Among and Between Variables

Significance of the Study

The findings of this investigation will benefit the university in view of the institution's ISO certification. The findings of the investigation will prove significant in line with pertinent provisions of ISO 9001:2000

1. Management commitment, by way of communicating to the faculty, staff and other service providers of the university the importance of meeting customer satisfaction by way of providing the necessary resources for the attainment of its quality objectives.

2. Customer related processes could be improved by way of ensuring that admission and enrollment procedures of the university are student friendly and does not prove difficult to them. The result of the investigation will enable the readers to know if the procedures followed are tailored to the needs of the students. It will also put to light the extent to which the university assists new students in entering the university in terms of the human and material services extended during admission and enrollment.

3. Review of requirements related to the product, enables the university to properly define product requirement by way of providing adequate information as to the tuition and fees it charges the students. That increases in tuition and fees are properly communicated to its customers before the actual date of enrollment to allow the students to weigh their options whether to enroll in the university or not. The data obtained from the investigation will be a useful tool in gauging the perception of the secondary customers as to the charges leveled by the university to its students and will serve as the future basis for any increases in tuition and fees.

4. Customer communication is a must for the university to ensure that tuition and fees of students are paid on time. This investigation will enable the university to know how the secondary customers view the way the university charges the students and the process bills are paid. Improvement in this phase of the university's operation can, hopefully, be done resulting to a much better collection of fees and fewer financial delinquencies. The university can likewise pattern its financial operation on the basis of the findings of this investigation which may result in a more efficient handling of funds to meet its financial obligations.

5. Production and service provision requires the university to plan and carry out production and service provision in delivering its product which is education. Competence, awareness, and training of faculty and staff members lend strong support to the first statement in terms of the competence of personnel handling the product. The result of the investigation will gauge the view of the secondary customers in terms of the academic qualifications of teachers, their teaching competence, and the ability to deliver the subject matter in a language the students understood. The result may also give the management an idea on how secondary customers looked at teachers in terms of providing academic related services such as counseling and acting as second parents of students while at the same time exercising special parental authority.

6. The result of this investigation will give the university an idea on how secondary customers looked at the environment of the school they choose for their children. The result will show how conducive is the atmosphere of the university, for studying or even relaxation considering that the university has been declared a "tourism site" by the Iloilo city government. The result will give readers a general idea on how students are treated by other service providers such as staff members or even security guards assigned to provide safety. Readers may also have an idea on the extent of academic freedom enjoyed by students in the university as perceived by their parents.

7. The result of the investigation will give readers and the university community an idea on how students are protected by the university while inside the school premises based from the perspective of their parents. This is important considering the fact that part of the reason why parents send their children to the university is their peace of mind knowing that their children are properly protected while inside the university. The result will also give the university personnel concerned a general idea on the how proper protection to students could be further improved.

8. The result will give the university an idea on the perceived inadequacy of support services such as library, canteen, internet connections and others, viewed by the secondary customers. Services important for the smooth operation and provision of quality education are a must if the university is to provide an Exemplary Christian Education for Life (EXCEL). The result may be used as important input in the creation of a comprehensive long term development program for the university.

9. One of the measurement of TQM of the university, is to monitor information relating to customer perception as to whether or not the university has met customers requirements. The result of this investigation will gauge how satisfied are the customers of the university with respect to the services provided. The university will be able to further improve, modify, change, or even delete services proven to be outmoded and has not met customer requirements. The degree of satisfaction of the secondary customers will be known and the possibility that they will send their other children, or even advice other parents and guardians to send their children to Central Philippine University.

10. The investigation which should be done annually will serve as a useful guide to CPU in measuring its effectiveness and efficiency in delivering its educational services to the students. It may be utilized as a useful diagnostic tool in assessing the strengths and weaknesses of its operation in terms of its curriculum, faculty qualifications, support services and others which are vitally important for the university's survival in a very competitive and dynamic educational field.

Scope and Limitation of the Study

This investigation attempted to analyze the factors influencing the satisfaction of the secondary customers of Central Philippine University and the possibility of them sending return customers to the university.

Data for this survey-correlational study was obtained through a survey using a researcher made data gathering instrument divided into 11 sections – the Respondent's Personal Data, the Student Admission and Enrollment Procedure Questionnaire, the Tuition and Fees Opinionnaire, the Billing System Opinionnaire, the Instructional Effectiveness Rating Scale, the Grading System Rating Scale, the Educational Climate Questionnaire, the Safety and Security Attitudennaire, the Support Services Questionnaire, the Customer Satisfaction Rating Scale and the Return Customer Rating Scale. Each section is divided into two parts.

Letter A includes a sieve or a screening question designed to elicit from the participants their level or degree of familiarity or awareness of the variables enumerated above. Letter B are items designed to elicit specific response from the participants by checking the space which corresponds to their answer. The instrument was face validated, pilot tested and revised based on each item's factor load and component factors.

The participants or respondents for this study are the parents/guardians of students in the following colleges and departments: Agriculture, Arts and Sciences, Commerce, Computer studies, Education, Engineering, and Nursing. The total student population of the abovementioned colleges is 9,406. Using Sloven's sampling formula, 400 parents/guardians were used as participants of the investigation. Sample size for each college or department was determined proportionately. The investigation was conducted from October 3 - 11, 2005.

Descriptive data analysis employed percentages, means and standard deviations. Inferential analysis will employ the t-test for independent samples, the Stepwise Multiple Regression Analysis and the Pearson Product Moment Correlation Coefficient. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses.

Table 1 Personal Characteristics of the Respondents

Categories	f	%
Age (400)		
40 yrs and younger	45	11.25
41 yrs and older	355	88.75
Address (400)		
Rural	224	56.00
Urban	176	44.00
Number of children (400)		
One to two	114	28.50
Three or more	286	71.50
Number of children at CPU (400)		
One	287	71.75
Two or more	113	28.25
Familys' monthly income (364)		
Php. 15, 000 or less	206	56.59
More than Php. 15, 000	158	43.41
Alumnus of CPU? (400)		
Yes	82	20.50
No	318	79.50

Table 2. Respondents Sources of Information on the School Experiences of their Children while Studying at CPU ^a

Sources of information	f	%
I talk to my child on his/her school experiences	271	67.75
I visit the university every now and then	84	21.00
I talk to other centralians I know	78	19.50

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^aMultiple responses

Table 3. Respondents' View of Admission and Enrollment Procedure

Category	Frequency	Percent	
Difficult	16	4.0	
Undecided	98	24.5	
Easy	241	60.3	
Very easy	45	11.2	

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.73	Easy	0.79
Age			
40 years old and younger	3.82	Easy	0.72
Older than 40 years	3.72	Easy	0.82
Address			
Rural	3.71	Easy	0.79
Urban	3.76	Easy	0.83
Number of children			
One to two	3.61	Easy	0.85
Three or more	3.78	Easy	0.79
Number of children at CPU			
One	3.72	Easy	0.83
Two and more	3.77	Easy	0.71
Family's monthly income			
Php. 15, 000 or less	3.69	Easy	0.81
More than Php. 15, 000	3.83	Easy	0.71
Alumnus of CPU?			
Yes	3.63	Easy	0.78
No	3.76	Easy	0.82

Table 4. Secondary Customers' Perception of the Tuition and Fees of the University

Category	Frequency	Percent
Very low	3	.8
Low	14	3.5
Just about right	86	21.5
High	197	49.2
Very high	100	25.0

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.83	High	0.65
Age			
40 years old and younger	3.86	High	0.57
Older than 45 years	3.84	High	0.68
Address			
Rural	3.89	High	0.63
Urban	3.47	High	0.70
Number of children			
One to two	3.78	High	0.67
Four and more	3.86	High	0.66
Number of children at CPU			
One	3.88	High	0.66
Two and more	3.72	High	0.66
Family's monthly income			
Php. 15, 000 or less	3.90	High	0.62
More than Php. 10, 000	3.78	High	0.65
Alumnus of CPU?			
Yes	3.88	High	0.68
No	3.83	High	0.66

Table 5. Secondary Customers View of the Billing Practices of the University

Category	Frequency	Percent
Disadvantageous to parents	6	1.5
Neutral	34	8.5
Advantageous to parents	250	62.5
Very advantageous to parents	110	27.5

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.97	Advantageous to parents	0.48
Age			
40 years and younger	3.88	Advantageous to parents	0.50
Older than 45 years	3.99	Advantageous to parents	0.48
Address			
Rural	4.00	Advantageous to parents	0.51
Urban	3.96	Advantageous to parents	0.46
Number of children			
One to two	3.95	Advantageous to parents	0.54
Four and more	3.99	Advantageous to parents	0.46
Number of children at CPU			
One	3.98	Advantageous to parents	0.50
Two and more	3.98	Advantageous to parents	0.43
Family's monthly income			
Php. 15, 000 or less	3.97	Advantageous to parents	0.45
More than Php. 10, 000	4.00	Advantageous to parents	0.53
Alumnus of CPU?			
Yes	3.97	Advantageous to parents	0.42
No	3.99	Advantageous to parents	0.50

Table 6. Secondary Customers' Perception of the Instructional Effectiveness of the University

Category		Frequency	Percent	
Very ineffective		2	.5	
Ineffective		12	3.0	
Neutral		77	19.3	
Effective		242	60.5	
Very effective		67	16.8	

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.79	Effective	0.52
Age			
40 years and younger	3.69	Effective	0.69
Older than 40 years	3.81	Effective	0.59
Address			
Rural	3.81	Effective	0.59
Urban	3.77	Effective	0.59
Number of children			
One to two	3.78	Effective	0.66
Three or more	3.80	Effective	0.56
Number of children at CPU			
One	3.80	Effective	0.62
Two and more	3.76	Effective	0.52
Family's monthly income			
Php. 15, 000 or less	3.84	Effective	0.54
More than Php. 15, 000	3.76	Effective	0.64
Alumnus of CPU?			
Yes	3.81	Effective	0.52
No	3.79	Effective	0.60

Table 7 Secondary Customers' View of the Grading System of the University

Category	Frequency	Percent
Inefficient	3	.5
Neutral	60	15.0
Efficient	258	64.5
Very efficient	79	19.8

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.83	Efficient	0.51
Age			
40 years and younger	3.72	Efficient	0.49
Older than 40 years	3.90	Efficient	0.51
Address			
Rural	3.91	Efficient	0.52
Urban	3.64	Efficient	0.49
Number of children			
One to two	3.86	Efficient	0.52
Three or more	3.88	Efficient	0.50
Number of children at CPU			
One	3.88	Efficient	0.52
Two and more	3.87	Efficient	0.49
Family's monthly income			
Php. 15, 000 or less	3.69	Efficient	0.52
More than Php. 15, 000	3.87	Efficient	0.51
Alumnus of CPU?			
Yes	3.93	Efficient	0.52
No	3.86	Efficient	0.51

Table 8 Secondary Customers' Belief of the Educational Climate of the University

Category	Frequency	Percent
Not conducive to learning	4	1.0
Undecided	45	11.3
Conducive to learning	271	67.8
Very conducive to learning	80	20.0

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.82	Conducive to learning	0.47
Age			
40 years and younger	3.79	Conducive to learning	0.44
Older than 40 years	3.86	Conducive to learning	0.47
Address			
Rural	3.86	Conducive to learning	0.47
Urban	3.85	Conducive to learning	0.46
Number of children			
One to two	3.87	Conducive to learning	0.48
Four and more	3.85	Conducive to learning	0.46
Number of children at CPU			
One	3.87	Conducive to learning	0.48
Two and more	3.80	Conducive to learning	0.4
Family's monthly income			
Php. 15, 000 or less	3.85	Conducive to learning	0.46
More than Php. 10, 000	3.67	Conducive to learning	0.49
Alumnus of CPU?			
Yes	3.93	Conducive to learning	0.49
No	3.83	Conducive to learning	0.46

Table 9. Respondents' Judgment of the Safety and Security of their Children while Studying in the University

Category	Frequency	Percent
Extremely Unsafe	1	.3
Unsafe	14	3.5
Neutral	98	24.5
Safe	228	57.0
Very safe	59	14.8

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.67	Safe	0.59
Age			
40 years and younger	3.49	Safe	0.51
Older than 40 years	3.71	Safe	0.58
Address			
Rural	3.70	Safe	0.57
Urban	3.67	Safe	0.58
Number of children			
One to two	3.66	Safe	0.63
Three or more	3.70	Safe	0.55
Number of children at CPU			
One	3.69	Safe	0.59
Two and more	3.67	Safe	0.52
Family's monthly income			
Php. 15, 000 or less	3.71	Safe	0.54
More than Php. 15, 000	3.65	Safe	0.82
Alumnus of CPU?			
Yes	3.73	Safe	0.59
No	3.68	Safe	0.59

Table 10. Secondary Customers' View of the Support Services of the University

Category	Frequency	Percent
Inadequate	4	1.0
Neutral	58	14.5
Adequate	239	59.8
Very adequate	99	24.8

Category	<i>M</i>	Description	<i>SD</i>
Entire Group	3.92	Adequate	0.50
Age			
40 years old and younger	3.85	Adequate	0.43
Older than 40 years	3.94	Adequate	0.52
Address			
Rural	3.94	Adequate	0.54
Urban	3.91	Adequate	0.48
Number of children			
One to two	3.91	Adequate	0.58
Three or more	3.94	Adequate	0.49
Number of children at CPU			
One	3.94	Adequate	0.54
Two and more	3.90	Adequate	0.43
Family's monthly income			
Php. 15, 000 or less	3.94	Adequate	0.55
More than Php. 15, 000	3.92	Adequate	0.45
Alumnus of CPU?			
Yes	3.99	Adequate	0.49
No	3.91	Adequate	0.52

Table 11. Secondary Customers' Level of Satisfaction

Category	<i>M</i>	Description	<i>SD</i>
Entire Group	3.73	Satisfied	0.50
Age			
40 years and younger	3.65	Satisfied	0.48
Older than 40 years	3.74	Satisfied	0.50
Address			
Rural	3.74	Satisfied	0.54
Urban	3.72	Satisfied	0.45
Number of children			
One to two	3.69	Satisfied	0.57
Three or more	3.74	Satisfied	0.48
Number of children at CPU			
One	3.72	Satisfied	0.51
Two and more	3.75	Satisfied	0.49
Family's monthly income			
Php. 15, 000 or less	3.70	Satisfied	0.51
More than Php. 15, 000	3.77	Satisfied	0.50
Alumnus of CPU?			
Yes	3.76	Satisfied	0.49
No	3.72	Satisfied	0.51

df = 398

Table 12. Possibility of Secondary Customers Sending Return Customers to the University

Category	<i>M</i>	Description	<i>SD</i>
Entire group	3.76	Certain	0.77
Age			
40 years old and younger	3.71	Certain	0.69
Older than 40 years	3.84	Certain	0.81
Address			
Rural	3.82	Certain	0.84
Urban	3.82	Certain	0.74
Number of children			
One to two	3.95	Certain	0.73
Three or more	3.77	Certain	0.82
Number of children at CPU			
One	3.78	Certain	0.83
Two and more	3.94	Certain	0.71
Family's monthly income			
Php. 15, 000 or less	3.83	Certain	0.79
More than Php. 15, 000	3.85	Certain	0.80
Alumnus of CPU?			
Yes	4.09	Certain	0.71
No	3.75	Certain	0.81

Table 13. Relationship Age and the Eight Independent Variables of the Investigation

	Age		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	400	.057	.256
Tuition and Fees	400	.011	.856
Billing Practices	400	.075	.133
Instructional Effectiveness	400	.064	.202
Grading System	400	.113*	.024
Educational Climate	400	.049	.327
Safety and Security	400	.123*	.014
Support Services	400	.054	.284

* Correlation is significant at 5% level of probability

Table 14. Relationship Between Address and the Eight Independent Variables of the Investigation

	Address		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	400	.068	.172
Tuition and Fees	400	.095	.056
Billing Practices	400	.041	.409
Instructional Effectiveness	400	.037	.462
Grading System	400	.058	.246
Educational Climate	400	.011	.826
Safety and Security	400	.028	.581
Support Services	400	.034	.504

Table 15. Relationship Between Number of Children and the Eight Independent Variables of the Investigation

	Number of Children		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	400	.006	.912
Tuition and Fees	400	.051	.305
Billing Practices	400	.047	.351
Instructional Effectiveness	400	.017	.740
Grading System	400	.022	.660
Educational Climate	400	.024	.627
Safety and Security	400	.032	.523
Support Services	400	.021	.675

Table 16 Relationship Between Number of Children Enrolled at CPU and the Eight Independent Variables of the Investigation

	No. of Children Enrolled at CPU		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	400	.007	.898
Tuition and Fees	400	.107*	.033
Billing Practices	400	.008	.536
Instructional Effectiveness	400	.031	.538
Grading System	400	.013	.803
Educational Climate	400	.071	.154
Safety and Security	400	.013	.791
Support Services	400	.031	.543

*significant at 5% level of probability

Table 17 Relationship Between Monthly Income and the Eight Independent Variables of the Investigation

	Monthly Income		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	364	.021	.690
Tuition and Fees	364	.094	.274
Billing Practices	364	.009	.861
Instructional Effectiveness	364	.047	.374
Grading System	364	.016	.760
Educational Climate	364	.031	.549
Safety and Security	364	.073	.162
Support Services	364	.029	.575

Table 18 Relationship Between the Respondent Being a CPU Graduate or Not and the Eight Independent Variables of the Investigation

	CPU Alumnus or Not		
	N	<i>r</i>	<i>r</i> prob.
Admission and Enrollment Procedure	400	.027	.598
Tuition and Fees	400	.011	.827
Billing Practices	400	.022	.657
Instructional Effectiveness	400	.086	.083
Grading System	400	.008	.874
Educational Climate	400	.087	.082
Safety and Security	400	.075	.132
Support Services	400	.034	.534

Table 19. Predictors of Satisfaction of the Secondary Customers of the University

Secondary Customer Satisfaction			
	<i>t</i>	Beta	Sig.
Opinion on Tuition and Fees	6.23*	.220	.000
View of Admission and Enrollment	5.61*	.246	.000
Opinion on Support Services	3.42*	.176	.001
Judgment of Safety and Security	3.17*	.167	.002
View of Billing Practices	2.81*	.112	.005
Belief of Educational Climate	1.70ns	.095	.090
Opinion of the Grading System	1.44ns	.074	.151
Perception of Instructional Effectiveness	0.02ns	.001	.982
		R = 0.725	
		R2 = 0.525	

* significant at 5% level of probability

ns not significant at 5% level of probability

Table 20. Predictors of the Possibility that the Respondents will Send Return Customers to the University

=====			
Possibility of return customers			
	<i>t</i>	Beta	Sig.
Judgment of Safety and Security	2.80*	.196	.005
Admission and Enrollment Procedure	2.09*	.122	.037
Belief on Educational climate	1.68ns	.125	.095
Opinion on Tuition and Fees	1.52ns	.072	.129
Opinion on grading system	1.45ns	.100	.144
Perception of instructional effectiveness	0.93ns	.067	.353
View of Billing Practices	0.57ns	.030	.569
Opinion of Support Services	0.07ns	.005	.940
		R = 0.395	
		R2 = 0.156	

=====

* significant at 5% level of probability
 ns not significant at 5% level of probability

Table 21 Relationship Between the Participants' level of Satisfaction and the Possibility of Their Sending Return Customers to the University

	Possibility of return customers		
	N	<i>r</i>	<i>r</i> prob.
Customer satisfaction	400	.365*	.000

* correlation is significant at 5% level of probability

Recommendation

Based on the results of the investigation, the following recommendations are advanced:

On student admission and enrollment procedure

If the University is to maintain its standing as the number one tertiary institution in Western Visayas (Region VI) and its educational standard, the placement exam in Math and English should be utilized as a useful screening tool for the University to determine students who deserve to enroll in the University. Students who failed the exam should be given one semester remedial classes in Math and English.

On student admission and enrollment procedure

The recurring problem of students during enrollment and even before each major exam, is the long queues of students paying their tuition fees and secure their exam permits. To solve the problem, the following may be considered:

Decentralize the collection process. The different departments/colleges can serve as collection centers and become a venue in the acceptance of promissory notes and issuance of exam permits. Each college or department should be provided with a temporarily assigned credit manager and a cashier during enrollment and before a major examination. This practice will de-clog the lobby of the administration building which is full of students and parents for days during enrollment and before each major examination.

On tuition and fees

The University should not raise its tuition and fees by school-year 2006-2007. It is a fact that although the University did not raise its tuition and fees in school-year 2005-2006 yet it still charges a higher tuition and fees than many schools in the island of Panay. A moratorium on tuition and fees increase for school-year 2006-2007 is a come-on for students due to the following reasons: (a) It will make the tuition and fees of the University comparable or even lower than the tuition and fees of schools which did not increase their tuition and fees in school-year 2005-2006 but intends to raise it in school-year 2006-2007. (b) It will possibly arrest the decrease in student enrollment experienced by the University in school-year 2005-2006 and may even reverse the decline in student enrollment resulting to a possible increase in student population by school-year 2006-2007.

On billing practices

Improve the University's collection scheme by increasing the number of banks where students can pay their tuition and fees anywhere in the country.

On instructional effectiveness

The administration, thru the Human Resource and Development Office should conduct a yearly Job Equivalency Review of all personnel of the University to determine who are suited to do a particular job and to avoid work duplication. Reassignment, realignment, and possible retrenchment of personnel should be done to streamline the operation of the University. Thus, teachers who are qualified to teach in a department but are presently teaching in other departments should be returned to that particular department. Jobs considered redundant should be phased out and the needed personnel reduction scheme implemented.

On instructional effectiveness

Rightsizing of jobs and employees should be implemented to enable the University to optimize the efficiency of the workforce without sacrificing quality output. This step should be taken by the administration in answer to the fact that the University is overstaffed resulting to the dilution of the benefits of the employees. Rightsizing will protect the University and its personnel in case future student enrollment continue to drop.

On instructional effectiveness

Conduct Training Needs Analysis (TNA) to determine the training and other needs of the employees for a particular year or for a number of years. Slots given to trainees should be appropriated on the basis of the personnel, college or department's need not on the closeness of a particular employee to the head of the college or department. This process should form part of the University's comprehensive development plan.

On instructional effectiveness

Faculty and staff members who are pursuing their graduate studies should be given proper financial and material support by the University in general and the college or the department concerned in particular. Faculty and staff members pursuing graduate studies outside Iloilo City and are on study leave should be given their full monthly basic pay to enable to meet any financial exigency.

On instructional effectiveness

Faculty and staff members pursuing graduate studies should be required to have a career path in the form of a Gantt chart showing the number of units or courses a graduate student enrolls every semester, the units still to be enrolled, and the number of units already completed. This will give administrators of the University a fairly good idea when a particular employee will be able to graduate and return to work in the University.

On administrator's function

Conduct a yearly performance evaluation of the top and middle administrators based on established criteria and should serve as the basis or standard for extension of term or re-assignment to another position.

On safety and security

A strong security force which will serve as a deterrent to any untoward incident on campus. It is recommended that the number of roving security guards be increased especially inside academic buildings. A guard should be permanently assigned to a building. Presence is deterrence.

On support services

“Adopt a Comfort Room Program,” of the Office of Student Affairs will help solve the problem of stinking comfort rooms. Involvement of recognized student organizations, CPUR and Provincial Government will help facilitate regular maintenance of the comfort rooms cleanliness and provision of water in each comfort room in the University.

BOT function

To preserve its status as a well-entrenched educational institution in Western Visayas, the Board of Trustees (BOT) must draw-up and implement a Long Term Comprehensive Development Plan for the University which is also in line with the Continual Improvement Scheme for ISO 9001:2000. The plan could be for 15 to 20 years and should be based on the projected total human population of the University. It should include: (a) Manpower Projection and Development, (b) Physical Plant and Facilities, (c) Curriculum Upgrading and Development, (d) Financial Management, (e) Quality Human Resource Management, Development, and Supervision, and (f) Adequate Provision for Research and Outreach.

BOT function

Lastly, it is suggested that this investigation should be done annually to serve as a useful tool or guide to the University in measuring its effectiveness and efficiency in delivering educational services to the students. The result of this investigation can be utilized as a useful diagnostic tool is assessing the strengths and weaknesses of the University's operation in terms of its admission and enrollment, tuition and fees, billing practices, instructional effectiveness, grading system, educational climate, safety and security, and support services which are vitally important for the University's survival in a very competitive and dynamic educational field.

BOT function

Done annually, the study will give the University adequate knowledge on the quality of its services and facilities and will give administrators the information as to what aspect of the University's operation needs further improvement. The result of the investigation will enable the University to know whether the services and facilities are improving or deteriorating based on the satisfaction of its secondary customers who are financially responsible for the paying the educational cost of its primary customers, the students.

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 1. Student Admission and Enrollment Procedure	Mean score
1. The placement exam in Math and English is easy to students. -----	3.73
2. The requirement for student admission is just right. -----	4.02
3. There is a clear enrolment flow chart to guide students during enrollment.	3.80
4. There are student guides to help students enroll. -----	3.61
5. Admission personnel are courteous and willing to help. -----	3.52
6. Teacher advisers are assigned to guide students on what subjects to enroll.	3.85
7. Subjects are assigned based on the course outline or prospectus for a specific course. -----	4.15
8. Checkers are assigned to check if the student was able to fill up the enrollment forms properly. -----	3.87
9. The classroom the student is assigned for a particular subject is easy to find.	3.71
10. Payment of tuition and fees to the cashier during enrollments fast and easy.	2.77

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 2. Tuition and Fees	Mean score
1. The tuition and fees charged by the University is very high. -----	4.15
2. The laboratory fees are a heavy burden to parents. -----	4.12
3. The Special Academic and Institutional Development Fee (SACDAG) is very expensive and unnecessary. -----	4.34
4. The sports development fee is expensive. -----	3.80
5. The library fee is unnecessarily expensive to students. -----	3.77
6. The cultural fee is an unnecessary expense to students. -----	3.69
7. The outreach fee is very high. -----	3.61
8. The campus paper fee is very high. -----	3.35
9. The CPU republic fee is a heavy financial burden to students. -----	3.63
10. The Institutional Development Fee is a very high financial burden to students. -----	3.92

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 3. Billing Practices

Mean score

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|------|
| 1. The down-payment for tuition and fees is just right. ----- | 3.77 |
| 2. Full payment of tuition and fees entitles the student to a discount. ----- | 4.47 |
| 3. The more number of students coming from the same family
the higher the discount on tuition and fees. ----- | 4.15 |
| 4. There is a system followed by the University in collecting
tuition and fees from students. ----- | 3.99 |
| 5. The frequency of payment gives parents enough time to
prepare the cash involved. ----- | 3.64 |
| 6. Payment of tuition and fees can be made in banks. ----- | 3.97 |
| 7. Checks are accepted in paying tuition and fees. ----- | 3.66 |
| 8. The exact amount to be paid is known to parents before the
actual date of paying. ----- | 4.01 |
| 9. If the amount is not enough to cover the payment required, parents/
students can sign promissory notes when to pay. ----- | 4.29 |
| 10. Students with back accounts can still enroll next semester. ----- | 3.88 |

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 4. Instructional Effectiveness	Mean score
1. The University has academically qualified teachers. -----	4.02
2. The teachers could deliver the subject matter to students effectively and efficiently. -----	3.79
3. Teachers can communicate with the students in a language the students understood. -----	4.04
4. Teachers are approachable. -----	3.63
5. Teachers are on hand to counsel students on matters related to the subject. -----	3.81
6. Teachers act as second parents of students in school. -----	3.89
7. Teachers are strict but considerate. -----	3.68
8. Many teachers have a sense of humor. -----	3.66
9. Teachers grade their students objectively. -----	3.64
10. Teachers are able to relate instruction to real life situation. -----	3.78

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 5. Grading System	Mean score
1. The University has a clear and established grading system. -----	3.53
2. The grading system is clearly explained to students during the orientation at the start of each semester. -----	4.05
3. Students know how their grades are computed. -----	4.11
4. The record book of the teacher is open for students and parents to examine. -----	3.90
5. Progress reports are ailed to parents. -----	3.79
6. Progress report is useful for parents to know the academic performance of their children. -----	4.03
7. The grade of the student is based on the student's objective performance and evaluation of teachers. -----	4.26
8. There is no favoritism in giving of grades. -----	3.98
9. Grades are computed and submitted on time. -----	3.45
10. When the student enrolls next semester his grade are complete. -----	3.58

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 6. Educational Climate	Mean score
1. There are people in campus students can turn to for guidance. -----	3.56
2. Students can study their lessons anywhere in the campus without being disturbed by anybody. -----	3.91
3. The students are free to make friends with anybody. -----	3.61
4. Teachers and staff members of the University are friendly and approachable. -----	4.20
5. The students enjoy academic freedom in the University. -----	3.53
6. There is an ample space in campus for relaxation. -----	3.91
7. Students can attend classes even if they are no wearing their school uniform. -----	4.08
8. There are places in campus for meditation. -----	3.63
9. People in the campus are generally friendly. -----	4.10
10. Students are free to join any campus organization. -----	3.65
11. There are suggestion boxes for students. -----	3.93
12. Parents can meet the teacher of their children for consultation. -----	4.02

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 7. Safety and Security	Mean score
1. Students cannot enter the school campus without wearing identification card. -----	4.22
2. Students who lost their identification cards are given temporary ID card. -----	4.12
3. Guards assigned at the gates are strict but respectful. -----	3.54
4. Students inside the campus are free from troublemakers. -----	3.68
5. Students are free from harmful drugs while inside the campus. -----	3.51
6. Students can leave their belongings anywhere in the campus without fear of it being stolen. -----	2.58
7. Security guards are always on hand to provide security to students. ---	3.54
8. No untoward incident could happen to a student while inside the campus of the University. -----	3.34
9. There is a place for lost and found items. -----	3.89
10. Parents are confident their children are safe while inside the campus of the University. -----	3.82
11. There is an office in campus that attends to and answers the the problems and complaints of students. -----	3.89
12. There are emergency medical services on campus that can help students with emergency medical and dental problems. -----	4.11

Appendix

Analysis of the Items/Indicators of the Major Variables

Section 8. Support Services	Mean score
1. There are comfortable study areas for students. -----	4.13
2. The University library is large enough to accommodate thousands of students. -----	3.96
3. There are enough books and other reading materials in University library. -----	4.18
4. There are internet connections in the campus. -----	4.15
5. There are facilities for a variety of sports. -----	4.02
6. There are places where students can buy nutritious foods at reasonable prices. -----	3.79
7. Students can eat snacks and regular meals without leaving the school campus. -----	4.18
8. There are dormitories in the campus where female and male students can stay. -----	4.25
9. There are faucets which provide clean drinking water to students. ----	3.42
10. Comfort rooms are clean. -----	3.20