

Capiz State University Student Services and Activities: An Assessment

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Abstract

The study was conducted at the nine (9) campuses of the Capiz State University for the first semester of the Academic Year 2017-2018 to answer the following: 1. What is the level of satisfaction of students towards students' services of the university as a whole and when classified according to campus? 2. What is the level of participation of the students in the different activities under the student services? 3. As a whole and when classified according to campus? 4. What is level of quality of school life of the students as a whole and when classified according to campus? 4. What is the level of students' self-esteem as a whole and when classified according to campus? 5. Are the level of satisfaction, students' participation, quality of school life and self-esteem significantly related? Results of the study revealed that majority of the respondents were female and with the mean age of 17.01 years old. The level of students' satisfaction of the students services of the university is "Highly Satisfied" but two campuses; the Tapaz Campus and Dumarao Campus have "moderately satisfied" level of satisfaction. The extent of students' participation on the different activities of the university were "Highly Involved." All campus of the university have "highly involved" except the Sigma Campus with "slightly involved" perception on their extent of participation. The student's quality of school life as perceived by the students revealed a "Very High Quality" of students' school life. All campuses of the university indicates a very high quality of school life. In the students' level of self-esteem, all campuses have a "very high self-esteem" students in the university. When group as a whole the students' level of self-esteem is "Very High Self-esteem." In the relationship between the level of satisfaction and extent of participation, no significant relationship exist. No relationship also noted between level of students' satisfaction and quality of school life as well as the level of satisfaction and the level of self-esteem. No relationship also exist between quality of school life and self-esteem. But on the extent of participation and quality of school life, a significant relationship was noted while no relation exist between extent of participation and self-esteem.

Keywords: student services, activities, assessment, Office of Student Affairs

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Introduction

Capiz State University is a public higher educational institution (HEI) in the province of Capiz supported by the government to carry out its vision to be the “Center of academic excellence delivering quality service to all.”

It is also mandated by the Constitution as stipulated in the University Code to perform the quadro-dimension functions such as research, instruction, production and extension. As a public institution supported by public funds, the University is responsible for carrying out the basic principles laid down by the Constitution of the Philippines and the University Charter and to relate its activities and offerings to the needs of the region and the nation. Training for responsible leadership and citizenship shall be provided to those who abide by the norms of the institution to achieve their maximum potential in a society that respects human dignity to attain the common goal (University Code, 2015) .

To achieve this vision, quality instruction and basic student services must be enhance, improve to satisfy the student client.

It is the responsibility of the Office of Student Affairs (OSA) to promote students’ welfare, interests and social being during their stay in the University. The office is mandated to deliver basic services that will lead to the harmonious existence of physical, social and emotional atmosphere conducive to the academic quest of the students (Student Handbook, 2016). All student-related activities must be properly planned to meet the needs of the students.

Student satisfaction of the services plays a crucial role for the success of a university. In several universities in the country, student satisfaction surveys are carried out yearly. The results point out that successful institutions have three basic attributes: they focus on the needs of the students; they continually improve the quality of the educational experience; and they use student satisfaction data to shape their future directions (Sario, 2015).

Student satisfaction is important in improving the quality of service of any educational institution. Colleges and universities use student satisfaction data to better understand, improve and change campus environment, thereby creating settings more conducive for student development. In this sense, student satisfaction is an indicator of the institution’s responsiveness to students’ needs and a measure of institutional effectiveness, success and vitality (Flores, 2015).

Through this information it is better to understand the relation of students’ level of satisfactions, extent of participation, quality of school life and self-esteem.

Are the students who are highly satisfied with the services of the University motivated to participate in the school activities and will perceive a high quality of school life and will have high self-esteem? Hence this study was conceptualized.

The study was conducted to determine the assessment of the students of the student services of the University. Specifically, it aimed to determine the level of satisfaction of students towards students services of the University as a whole and when classified according to campus; find out the extent of participation of the students in the different activities under the student services as a whole and when classified according to campus; ascertain the quality of school life of the students as a whole and when classified according to campus; determine the level of students' self-esteem as a whole and when classified according to campus; and find out if the level of satisfaction, students' participation, quality of school life and self-esteem are significantly related to one another?

Research Methodology

Research Design

The descriptive-correlational research design was used to gather information on the student's level of satisfaction, extent of participation, quality of school life and self-esteem.

Place and Respondents of the Study

The study was conducted from June–December 2017 at the nine (9) campus of the Capiz State University. The respondents of the study were randomly selected students of each campus enrolled for the First Semester, 2017-2018. Respondents of the study were taken through simple random sampling procedure from a total number of students enrolled at the whole Capiz State University system. A stratified random sampling procedure was used to determine the number of respondents from each campus of the University. The distribution of the respondents by campus is shown in Table 1.

Table 1. Distribution of the respondents by campus.

School	Population	Sample Size
Roxas City	3,468	119
Dayao	805	28
Pontevedra	1,713	59
Pilar	942	33
Burias	747	26
Mambusao	439	15
Sigma	478	17
Dumarao	438	15
Tapaz	376	13
Total	9,406	325

Research Instrument

The instrument used in this study to gather the level of satisfaction was adopted from the evaluation form of the OSA of the University. The extent of participation scale was the list of all activities conducted by the university system. The level of Quality of School life and Self-esteem scale were adopted from Rosenberg, 1991.

Data Analysis Procedure

The data were analyzed using both descriptive statistics such as: percent, frequency count, weighted mean and standard deviations and inferential statistics such as Pearson’s Product Coefficient. The level of significance was set at 5 percent.

Results and Discussion

Level of Satisfaction

Table 2 shows the student’s level of satisfaction of student services of the University as a whole and when classified according to campus. The grand mean of 4.35 was interpreted as “highly satisfied” indicates that the students of Capiz State University as a whole were highly satisfied with the services offered by the University in the whole system. On the level of satisfaction of students in each campus, only Dumarao (M=4.15) and Tapaz (M=4.12) campuses were moderately satisfied while all other campuses were highly satisfied.

Table 2. Level of satisfaction of student services of the University.

Campus	Mean (x)	Verbal Interpretation	SD
Burias	4.47	Highly satisfied	.10511
Dayao	4.43	Highly satisfied	.18728
Dumarao	4.15	Moderately satisfied	.13405
Mambusao	4.25	Highly satisfied	.10907
Pilar	4.35	Highly satisfied	.14517
Pontevedra	4.55	Highly satisfied	.17755
Roxas City	4.59	Highly satisfied	.16301
Sigma	4.26	Highly satisfied	.10100
Tapaz	4.12	Moderately satisfied	.12552
Grand Mean	4.35	Highly satisfied	.17067

Extent of Participation

On the extent of participation of the students on the different activities under the student services of the University as a whole and when classified according to campus is shown in Table 3. The grand mean of 4.66 shows that the students of Capiz State University as a whole were “highly involved” in different activities conducted by the university. In terms of students’ participation by campus, of the nine (9) campuses only Sigma campus is “slightly involved” with the mean of 4.12 while students were highly involved in the different activities of each eight campuses of the University.

This implies that students were given chances to participate, to grow and to develop in terms of their total personality as an individual. This further shows that the university is very supportive in the activities that will help students develop their talent and skills.

Table 3. Extent of participation on the different activities of the University .

Campus	Mean (x)	Verbal	
		Interpretation	SD
Burias	4.40	Highly involved	.43587
Dayao	4.83	Highly involved	.20194
Dumarao	4.91	Highly involved	.13020
Mambusao	4.26	Highly involved	.32689
Pilar	4.85	Highly involved	.19848
Pontevedra	4.87	Highly involved	.16720
Roxas City	4.85	Highly involved	.18805
Sigma	4.12	Slightly involved	.29104
Tapaz	4.85	Highly involved	.20255
Grand Mean	4.66	Highly involved	.30908

Quality of School Life

The level of quality of school life of the students as a whole and when classified according to campus is reflected in Table 4. All the nine (9) campuses of Capiz State University have a “very high” of students’ school life as indicated by the grand mean of 4.45. It shows that all the campuses of the University is capable of handling and providing the best experience a student can enjoy a quality of school life during their stay in the University.

It further implies that a student can enroll in any of the nine campuses of the University and can still enjoy a quality of school life regardless of the location of the campus.

Table 4. Level of quality of school life of the students.

Campus	Mean (x)	Verbal Interpretation	SD
Burias	4.40	Very high	.43587
Dayao	4.55	Very high	.43502
Dumarao	4.54	Very high	.33778
Mambusao	4.48	Very high	.37582
Pilar	4.44	Very high	.34380
Pontevedra	4.48	Very high	.37516
Roxas City	4.45	Very high	.35244
Sigma	3.97	Very high	.32358
Tapaz	4.77	Very high	.37003
Grand Mean	4.45	Very high	.21324

Level of Self-esteem

Table 5 shows students' perceived self-esteem as a whole and when classified according to campus. The grand mean of 4.45 revealed that the students of the University have a "very high" self-esteem. All the nine (9) campuses of the University perceived a very high self-esteem. This results shows that students of the University have developed a wholesome personality and self-esteem that can help them in their future life after they graduate from the University.

It further implies that student's way of life in the University can be measured by how they enjoy the services offered by the University that will in turn help them shape a healthy personality as reflected by a very high self-esteem.

Relationship Between Level of Satisfaction and Extent of Participation

Results of the analysis using Pearson's r as to whether there is a significant relationship between the level of students' satisfaction and the extent of participation is reflected in Table 6.

As indicated by the computed r -value=.161 and with the p =.678 there is no significant relationship between the two variables. A high satisfied students with the services offered by the university and the different campuses is not significantly related to the high extent of participation of the students to all the activities conducted by the university and the campuses.

Table 5. Level of students' self-esteem.

Campus	Mean (x)	Verbal Interpretation	SD
Burias	4.25	Very high	.43587
Dayao	4.52	Very high	.43502
Dumarao	4.49	Very high	.33778
Mambusao	4.52	Very high	.37582
Pilar	4.56	Very high	.34380
Pontevedra	4.51	Very high	.37516
Roxas City	4.45	Very high	.35244
Sigma	4.37	Very high	.32358
Tapaz	4.48	Very high	.37003
Grand Mean	4.45	Very high	.12544

Relationship Between the Level of Satisfaction and Quality of School Life

Table 7 presents the results of the analysis using Pearson's r as to whether there is a significant relationship between students' level of satisfaction on the services of the university and the quality of school life.

Results indicate that the computed r -value=-.163, p =.676 that no significant relationship existing between the level of satisfaction and the quality of school life of the students in the university.

Table 6. Correlation between level of satisfaction and extent of participation.

Variables		Level of Satisfaction	Extent of Participation
Level of Satisfaction	Pearson Correlation	1	.161
	Sig. (2-tailed)		.678
	N	9	9
Extent of Participation	Pearson Correlation	.161	1
	Sig. (2-tailed)	.678	
	N	9	9

Table 7. Correlation between level of satisfaction and quality of school life.

Variables		Level of Satisfaction	Quality of School Life
Level of Satisfaction	Pearson Correlation	1	-.163
	Sig. (2-tailed)		.676
	N	9	9
Quality of School Life	Pearson Correlation	-.163	1
	Sig. (2-tailed)	.676	
	N	9	9

Relationship Between Level of Satisfaction and Level of Self-esteem

Results shown in Table 8 reveal that there is no significant relationship between student's level of satisfaction and level of self-esteem (r -value=-.177; p =.649). H

This means that the students' level of satisfaction has nothing to do with their level of self-esteem.

Relationship Between the Extent of Participation and Quality of School Life

Table 9 presents the results of the analysis using Pearson's r as to whether there is a significant relationship between extent of student's participation of school activities and the quality of school life of the students, r -value=.687; p =.041. This means that students who are highly involved in the school activities significantly affect students' quality of school life.

Table 8. Correlation between level of satisfaction and level of self-esteem.

Variables		Level of Satisfaction	Level of Self-esteem
Level of Satisfaction	Pearson Correlation	1	-.177
	Sig. (2-tailed)		.649
	N	9	9
Level of Self-esteem	Pearson Correlation	-.177	1
	Sig. (2-tailed)	.649	
	N	9	9

Table 9. Correlation between extent of participation and quality of school life.

Variables		Extent of Participation	Quality of School Life
Extent of Participation	Pearson Correlation	1	.687*
	Sig. (2-tailed)		.041
	N	9	9
Quality of School Life	Pearson Correlation	.687*	1
	Sig. (2-tailed)	.041	
	N	9	9

* - Correlation is significant at the 0.05 level (2-tailed).

Relationship Between the Extent of Participation and Level of Self-esteem

Table 10 presents the results of the analysis using Pearson's r as to whether there is significant relationship between students' extent of participation and level of self-esteem. As reflected in the table, result revealed that no significant relationship between the two variables (r -value=.506; p =.165). It can be implied that the high extent of participation has nothing to do with the students' very high level of self-esteem.

Relationship Between the Quality of School Life and Students' Self-esteem

The results of the analysis using Pearson's r as to whether the quality of school life is significantly related to the students' level of self-esteem indicates that no relationship between the two variables (r -value=.373; p =.323) as shown in Table 11. This implies that the quality of school life of the students does not affect their level of self-esteem.

Table 10. correlation between extent of participation and level of self-esteem.

Variables		Extent of Participation	Level of Self-esteem
Extent of Participation	Pearson Correlation	1	.506
	Sig. (2-tailed)		.165
	N	9	9
Level of Self-esteem	Pearson Correlation	.506	1
	Sig. (2-tailed)	.165	
	N	9	9

Table 11. Correlation between quality of school life and level of self-esteem.

Variables		Quality of School Life	Level of Self-esteem
Quality of School Life	Pearson Correlation	1	.373
	Sig. (2-tailed)		.323
	N	9	9
Level of Self-esteem	Pearson Correlation	.373	1
	Sig. (2-tailed)	.323	
	N	9	9

Conclusions

Based on the findings, the researchers came up with the following conclusions: The students were “highly satisfied” of the student services of the University except for students at Tapaz Campus and Dumarao Campus who were just “moderately satisfied.” Students were “highly involved” on the different activities of the University except for students at Sigma Campus who were “slightly involved.” The quality of school life as perceived by the students revealed a “very high quality” across all campuses. Students’ level of self-esteem in all campuses was “very high.” In the relationship between level of satisfaction and extent of participation, no significant relationship exists. No significant relationship was also noted between level of satisfaction and quality of school life as well as level of satisfaction and level of self-esteem. No relationship also exists between quality of school life and level of self-esteem. But on the extent of participation and quality of school life, a significant relationship was noted while no significant relationship exists between extent of participation and level of self-esteem.

Recommendations

The researchers recommend the following for policy and for future research: 1. The school management must consider giving priority to the external campuses in terms of support for basic student services like medical and dental facilities, library and guidance and counseling services. 2. The administration should prioritized the budget for sports and socio-cultural because it gives students the chance to develop their skills and talents. 3. It is recommended for future researchers to add some variables related to students’ academic performance to measure the effectiveness of the services in their studies.

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