



## STUDENTS PERCEPTION IN THE STUDENT SERVICES PROGRAM

JONATHAN LORD R. AQUINO<sup>1</sup>, FREDDIE R. CABRERA<sup>2</sup>

*Office of Student Affairs and Services, Isabela State University Cauayan Campus, Philippines<sup>1</sup>  
Office of the Socio-cultural Affairs, Isabela State University Cauayan Campus, Philippines<sup>2</sup>*

*e-mail address: [jonathanlord.r.aquino@isu.edu.ph](mailto:jonathanlord.r.aquino@isu.edu.ph) , [freddiecabrera@gmail.com](mailto:freddiecabrera@gmail.com)*

### ABSTRACT

*Higher Education Institutions provide student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders. This is accomplished through Student Support Services. This study evaluates the student services program of ISU-Cauayan City Campus in admission, orientation, guidance, testing unit, student organization, publication, library, health services, sports, socio – cultural, food services, housing, scholarship ,ICT Services, Registrar's Office and Cashier's Office. Descriptive method was used in the study using questionnaire as the main data gathering tool and the interview. The respondents consist of students selected randomly from the six colleges/school/institutes of ISU-Cauayan City Campus: College of Business and Management, College of Computing and Information Technology, School of Arts & Criminology, Polytechnic School, Institute of Teacher Education, and Institute of Agricultural Technology. They comprise the 30% student population or of ISU-Cauayan for the 1<sup>st</sup> semester, A.Y. 2019-2020. The data collected were tabulated, interpreted, and analyzed using weighted mean. Results indicate that the SSS in ISU Cauayan Campus is generally very satisfactory but since there are areas needing improvement, it is recommended that the offices consider the evaluation as a basis for improving their services accordingly.*

**Keywords** *Student Support Services, Office of Student Affairs Services, ISU Cauayan, Commission on Higher Education (CHED), CHED Memorandum Order (CMO)*

### Introduction

Student support services (SSS) are the ways and means to provide additional assistance to the students. Specifically, these consist of divisions and departments that function to provide students with avenues for growth and development in the entirety of their academic experience. Because of this, student support services are considered as a vital component that contributes not only to students' learning experience but also to their academic success (Ciobanu, 2013). In higher education, SSS take a more extensive role as it enables students to improve their learning experiences; assists students to avoid dropping out; increases their student life diversity;

encourages proper and logical decision-making in conflict resolution; and motivates students to participate actively in a community setting (Shasheen et al., 2020). Furthermore, Kumtepe et al. (2018) also stipulated that SSS is also responsible for creating a positive interactive environment among the learners, the faculty members and the administration: thus promoting an effective environment for teaching and learning.

Students themselves are aware of the benefits they can get from the SSS of their respective schools and as the primary stakeholders of the services hence it is imperative that their perspectives are considered for its operations. After all, their needs are what shape

SSS in the first place. Because of this, SSS should view assessment of their services and operations as an essential element of their practice. According to the Center for Higher Education Research and Information (2010), regular assessment promotes accountability. In addition, it also aids in developing a culture of quality, strategic planning and research-based policy planning and decision-making.

To put it simply, assessment of SSS is a vital tool for quality improvement in any educational institution (Sison, 2019); hence the capacity and willingness to undergo assessment and evaluation is a fundamental practice in HEIs (Schuh et al., 2020).

The Isabela State University has the responsibility to bring out the best of the students by providing them quality services directed by a professionally-trained staff, assisting individual student to become more effective in social environment. Luna (2015) conducted a study on the students services program of Isabela State University-Cauayan City campus focusing on the 14 student services components: Student Council/Government, Guidance and Financial assistance services ,Student Affairs, and Services, Admission and Testing Services ,Cultural Program ,Student Organization and Activities Services, Sports Development Program ,Safety and Security Services, Information and Orientation Services, Student Publication Services, and Library Services. Therein, it was found out that the Student Services program is more efficient when its services are frequently offered to students. In addition, it was also determined that the more the Student services programs is efficiently delivered to students, the higher the degree of students satisfaction of its services.

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 development. Academic support services are : those that relate to student welfare, student development, and those that relate to institutional programs and services. Since the implementation of these services can be unique to each institution (CMO No.9, Series 2013), the researchers conducted this study to assess the 17 student services program components of Isabela State University-Cauayan City Campus. This is in consideration to the rationale that the results of this study are extremely beneficial in informing and improving the services for the students as it will serve as guide in monitoring and evaluating the student support services.

The main objective of the study is to evaluate the student services of Isabela State University Cauayan City Campus in terms of: admission, orientation, guidance, testing unit, student organization, publication, library, health services, sports, socio – cultural affairs, food services, housing, scholarship, ICT services, registrar’s office and cashier’s office.

## Methods

Descriptive method was used since the primary aim of the study is to characterize the state of the variables under evaluation: in this case, the SSS of Isabela State University Cauayan Campus. This was accomplished through a survey questionnaire and followed up with an interview. Permission was requested from the university for the conduct of the primary instrument which was specifically formulated by the Office of Student Affairs and Services to survey students’ views on the quality of the various student services of the University. Before the floating of said questionnaire, the respondents were duly oriented of the voluntary nature of their participation in the study. They consist of randomly selected students from the six colleges/school/institutes of ISU-Cauayan City Campus namely: College of Business and Management, College of Computing and Information Technology, School of Arts & Criminology, Polytechnic School, Institute of Teacher Education, and Institute of Agricultural Technology who make up the 30% student population or of ISU-Cauayan for the 1<sup>st</sup> semester of the Academic Year 2019-2020. After the survey, purposively selected students from the same pool of respondents were requested to participate in the interview. The data collected were tabulated, interpreted, and analyzed using weighted mean. The weighted mean was interpreted using the following scale:

Weighted mean	Descriptive Interpretation
4.50-5.0	Excellent
3.50-4.49	Very satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Poor
1.00-1.49	Very Poor

## Results

**Table 1 . Mean & Descriptive Interpretation on Students Services in terms of Admission**

1. ADMISSION	MEAN	INTERPRETATION
1. Admission policies and procedures are clear and understandable	4.13	Very satisfactory
2. Admission forms are readily available	3.97	Very satisfactory
3. Admission personnel render fast and efficient services	3.91	Very satisfactory
4. Admission personnel are always available.	3.92	Very satisfactory
5. Admission personnel are courteous and accommodating	4.12	Very satisfactory
<b>Category Mean</b>	<b>4.01</b>	<b>Very satisfactory</b>

The students evaluated the admission services of ISU- Cauayan City Campus as “Very satisfactory” as evidenced by the category mean of 4.01.

According to Thangavelu et al. (2019), many students usually lack confidence in independently completing the enrolment process hence they seek support. This is especially true for freshmen and transferees. With this, admission support services hold the potential of impacting students’ perceptions and experiences by alleviating their concerns and assisting them transition to the university. Students gain satisfaction and confidence in the institution when they are positively supported as such. In the study of Alhazmi (2020) for example, she stipulated that front-line staff such as those involved in enrolment, registration and admission have a high degree of

influence on students with the key predictors being the admission facility’s professional appearance and the staff’s demeanor and willingness to provide assistance.

While the results indicate that the respondents consider the admission services of the university as very satisfactory, the interview revealed a possible way in which the services therein can be improved further. As one respondent stated:

*“Maybe it’s because they get overworked but in rush hours, some of the staff become irritable when we consult them or ask for assistance. Maybe, they need more staff so the work will not be too heavy on them.”*

**Table 2 . Mean & Descriptive Interpretation on Students Services in terms of Orientation**

II. ORIENTATION	MEAN	INTERPRETATION
1. The university rules and policies were clearly explained and understood.	4.28	Very satisfactory
2. Key officials, faculty and staff were properly introduced.	4.04	Very satisfactory
3. The functions of the different student services were discussed.	4.07	Very satisfactory
4. Students were provided with a student hand book.	4.3	Very satisfactory
5. The conduct of orientation is timely and well-coordinated.	4.12	Very satisfactory
<b>Category Mean</b>	<b>4.16</b>	<b>Very Satisfactory</b>

The students evaluated the orientation services of the students services of the campus as “Very Satisfactory” with the category mean of 4.16. Based on the data, the office of the student services explained the University rules and polices very clear and understood by the students with highest mean of 4.28.

Given this, it is obvious that the university employs numerous approaches in ensuring that students are well-informed about the school, its administration, rules and regulations and the services provided for them. Owusu et al. (2014) specified that orientation services are valuable due to many reasons, the foremost of which is its impact on students’ academic and social integration. Moreover and interestingly enough, freshman orientation programs have been perceived to have a critical role in determining the degree of students’ academic success. This is attributed to their knowledge of the necessary academic information that they need in order to capitalize on the services the school can provide to them. As one of the respondents mentioned during the interview:

*“The orientation helped me because I got to know all about the school, its facilities and even the things that can help me in my studies such as scholarship, facilities and others.”*

**Table 3. Mean & Descriptive Interpretation on Students Services in the Guidance Services**

III. GUIDANCE	MEAN	INTERPRETATION
1. The students are aware of the different services of the guidance unit.	4.23	Very satisfactory
2. Most of the students had availed the services of the guidance unit	4.25	Very satisfactory
3. The guidance counselors are accommodating, courteous and facilitative.	4.51	Excellent

4. There is a place available for counseling purposes.	3.98	Very satisfactory
5. The students are satisfied with the assistance given by the unit.	4.30	Very satisfactory
<b>Category Mean</b>	<b>4.26</b>	<b>Very satisfactory</b>

Table 3 revealed that the Guidance Services have very satisfactory performance as evidenced by the category mean of 4.26. It also revealed that the respondents evaluated the Guidance counselor of the campus as “Excellent” with the highest mean of 4.51 because she is accommodating, counseling, and facilitative.

Students’ behavior and discipline are crucial to their well-rounded success in school hence it is important that services dedicated to this is available. As Popescu et al. (2014) said, guidance and counseling in universities have three specific directions: self-knowledge and personal development, career planning and prevention of harmful and disruptive behavior. Given the rating of the respondents on the Guidance Services of ISU-Cauayan, it is perceived that the students find the services highly adequate with the guidance counselor being the prime asset.

On the other hand, it was noticed that the availability of place for counseling purposes received the lowest mean hence the implication that there is a need to improve or provide available place for counseling purposes.

**Table 4 . Mean & Descriptive Interpretation on Students Services in the Testing Unit**

IV. TESTING UNIT	MEAN	INTERPRETATION
1. There is a functional and relevant testing program.	4.05	Very satisfactory
2. Test materials are adequate.	4.08	Very satisfactory
3. Processing of the results	4.05	Very satisfactory

are fast and accurate		
4. Proctors are courteous, facilitative and efficient.	4.13	Very satisfactory
5. Confidentially of the test results are maintained.	4.13	Very satisfactory
<b>Category Mean</b>	4.27	Very satisfactory

The presence of testing services in educational institutions enhance student success since this is instrumental not only in providing secure and high-quality assessment but also in maintaining and promoting academic integrity among students (San Diego University, 2020). In Table 4, the category mean of 4.09 means that the students evaluated the testing unit as “Very Satisfactory”. The functionality and relevance of the testing program as well as the rapid and accurate processing of test results, although interpreted as ‘very satisfactory’ received the lowest mean scores of 4.05. This therefore can be considered as an area that can use improvement.

**Table 5. Mean & Descriptive Interpretation on Students Services in the Student Organization**

<b>V. STUDENT ORGANIZATION</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. The OSS disseminates information on the students welfare and the development activities to the different organizations in the university.	4.16	Very satisfactory
2. The students are aware of the activities recognized organizations	4.54	Excellent
3. The officers are responsible,	4.21	Very satisfactory

approachable and accommodating.		
4. The officers motivate students to participate in various school activities and updated records and documents.	4.13	Very satisfactory
5. There is student representation during administrative and academic meetings.	4.2	Very satisfactory
<b>Category Mean</b>	4.27	Very satisfactory

As shown in the table, the respondents evaluated the services of student organization as “Very Satisfactory” with a category mean of 4.27. Most of them are also aware of the activities of the different recognized organizations with the highest mean of 4.54. This means that the student organizations involved every member of their organization in their activities. Apart from academics, student organizations are also instrumental in providing social and intellectual stimulation to students hence their presence and contribution to academic institutions cannot be discounted. The study of Haines (2019), for one, highlighted the fact that students engage in student organizations for belonging and connection and skill development.

In consideration to the aforementioned as well as to the data illustrated in the table above, it is imperative that the university maintains its services to the student organizations. Specifically, the evaluation of the respondents signify that student representation in administrative and academic meetings be addressed as it received the lowest mean score among the indicators.

**Table 6. Mean & Descriptive Interpretation on the Services of Publication**

VI. PUBLICATION N	MEAN	INTERPRETATION
1. The editorial board is efficient and competent.	4.14	Very satisfactory
2. There is regular publication of student paper.	4.09	Very satisfactory
3. Editorial staff enjoys school benefits such as scholarship assistance, attendance to seminars, training and workshops.	4.22	Very satisfactory
4. The students are encouraged to contribute articles worthy for publication.	4.1	Very satisfactory
5. The articles published reflect freedom of expression.	4.21	Very satisfactory
<b>Category Mean</b>	<b>4.15</b>	<b>Very satisfactory</b>

Campus journalism is a fundamental source of information and a channel of intellectual expression and discussion in schools hence the provision of support to this institution is tantamount to colleges and universities' commitment to civic engagement (American Association of University Professors, 2017).

Fortunately, as revealed in Table 6, the services of Publication has a "Very Satisfactory" performance with a category mean of 4.15. This

signifies that the student publication in ISU Cauayan is visible to the students. Regardless, as perceived in the mean scores of the indicators, the regularity of publication release received the lowest rating and is hence something that should be looked into. As shared by one respondent in the interview:

*"We don't get copies of the school paper regularly. The student publication exists though, I've seen them cover events in school at times. There were also times when they release one-page news pages and post these in bulletin boards around the campus. I just wish we had regular papers though."*

**Table 7. Mean & Descriptive Interpretation in the Services of Library**

VII. LIBRARY	MEAN	INTERPRETATION
1. The library strategically locate, accessible and conducive for studying and learning.	4.26	Very satisfactory
2. The library policies are strictly implemented.	4.3	Very satisfactory
3. The library adopts a system which can provide students and faculty a greater access to the collection of the library.	4.24	Very satisfactory
4. The library collection is updated and relevant.	4.15	Very satisfactory
5. The library staff are approachable, service oriented and	4.24	Very satisfactory

always available.		
<b>Category Mean</b>	4.24	Very satisfactory

In Table 7, the category of 4.24 means that the students evaluated the services of Library was rated as “Very Satisfactory”.

Libraries are helpful in enhancing students’ instructive knowledge and the efficiency of library services in the university that is why it is considered as an integral part of educational institutions. Its effectiveness and impact is manifested in its facilities, the availability and relevance of its materials and tools and the attitude of its staff (Rani, 2018). As perceived in the results of this study, the respondents rated the updating and relevance of the library collection with the lowest mean score hence this should be improved on.

**Table 8. Mean & Descriptive Interpretation in Health Services of ISU –Cauayan City Campus**

<b>VIII. HEALTH SERVICES</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. The Clinic meets the minimum requirements as to equipment and medicine	4.22	Very satisfactory
2. The health personnel are courteous and accommodating	4.23	Very satisfactory
3. Health Services are available to all student	4.27	Very satisfactory
4. Health personnel are highly competent	4.29	Very satisfactory
5. Health personnel are responsible to the needs of the clients	4.33	Very satisfactory
<b>Category Mean</b>	4.27	Very satisfactory

As indicated in Table 8, students evaluated the Health Services as “Very Satisfactory” with the category mean of 4.27. It also revealed that the health personnel are highly competent with the highest mean of 4.29.

Health services in educational institutions provide students with a sense of security and well-being since they know that their health needs will be readily addressed even when they are in school. As perceived in the results, all the indicators were rated highly which means that students are supported properly by ISU Cauayan in health services.

This is important because as McGaig (2013) found out, student health is a factor in academic continuance.

**Table 9. Mean & Descriptive Interpretation on Students Services of Sports**

<b>IX. SPORTS</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. There is rigid screening and the training for athletes	4.21	Very satisfactory
2. Adequate sports equipment and facilities are available	4.2	Very satisfactory
3. Trainers are highly competent	4.19	Very satisfactory
4. Scholarship and incentives are given to outstanding athletes	4.30	Very satisfactory
5. Athletes activities are properly coordinated and systematically conducted	4.27	Very satisfactory
<b>Category Mean</b>	4.23	Very satisfactory

It is reflected in Table 9 that the students evaluated the sports services as “Very Satisfactory”

with a category mean of 4.23. They also evaluated item no. 4 which states that scholarship and incentives are given to outstanding athletes as “Very Satisfactory” with the highest mean of 4.30.

Educational institutions provide sports programs as an effort of contributing to students’ socialization process (Salman, 2012) and as a means of improving the well-roundedness of their academic life (Vasold et al., 2019) that is why many respondents appreciate the presence of sports services in ISU Cauayan Campus. Furthermore, the interview also revealed that some of the respondents regard it as a means of expanding their opportunities:

*“When you’re a university athlete and you win competitions, you qualify to join meets outside school up to the national level. That is a great experience because you get to prove yourself at a larger context.”*

**Table 10. Mean & Descriptive Interpretation on the Socio Cultural Services**

<b>X. SOCIO-CULTURAL</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. The university provides varied socio-cultural activities and program.	4.30	Very satisfactory
2. There is rigid screening and training for socio-cultural performance .	4.22	Very satisfactory
3. Scholarships and incentives are given to outstanding socio-cultural performers.	4.28	Very satisfactory
4. Socio-cultural activities are properly coordinated	4.23	Very satisfactory

and systematical ly conducted.		
5. The university provides adequate support along socio-cultural development	4.25	Very satisfactory
<b>Category Mean</b>	4.26	Very satisfactory

As shown in Table 10 that students evaluated socio-cultural services as “Very Satisfactory” with a category mean of 4.26. One of the strengths of socio-cultural is providing varied socio –cultural activities and program with the highest mean of 4.30 interpreted as “Very Satisfactory”.

According to Song and Kim (2019) socio-cultural programs in schools which include performing arts are instrumental in promoting cultural welfare, inclusivity and creative expression among students. The high rating given to the socio-cultural services of ISU Cauayan Campus signify that the conduct and undertakings of socio-cultural services therein are adequate by students’ standards. As a respondent noted:

*“They are very visible because they are always performing during programs inside and outside school. Also they post photos and videos in the internet of the training workshops they do. They also host a lot of activities and contests for us students.”*

**Table 11. Mean and Descriptive interpretation of Food and services**

<b>XI. FOOD SERVICES</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. There are clean, sanitized ,comfortabl e canteens for the student	4.14	Very satisfactory
2. The food served in the canteen are clean, safe, nutritious	4.16	Very satisfactory



and affordable		
3. The canteen staffs are properly screened.	4.11	Very satisfactory
4. Efficiency is displayed in responding to the needs and requests of the customers.	4.13	Very satisfactory
5. The canteen and the immediate area is well managed and well maintained	4.23	Very satisfactory
<b>Category Mean</b>	4.15	Very satisfactory

The canteen and the immediate area are well-managed and well-maintained and the strength of the food services as it was rated with the highest weighted mean of 4.23, evaluated and interpreted as “Very Satisfactory”. In general, food services have “Very Satisfactory” performance as evidenced by a category mean of 4.15.

While it may be taken for granted in studying the factors that impact students, the quality of food services in colleges and universities has been recognized as a factor that affects student retention (Hu et al., 2013) and therefore ensuring the satisfaction of students about this component is a given.

The results indicate the high satisfaction of students on the food services of ISU Cauayan Campus but as perceived in the data, the lowest-rated indicator pertained to the proper-screening of canteen staff. According to Chang and Suki (2018), the perception of students on cafeteria staff and their relationship with them is a key element in their satisfaction levels that is why staff must be well-trained, responsive and hygienic.

**Table 12 Mean and Descriptive Interpretation of Housing services**

<b>X!!.</b>	<b>HOUSING</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1.	There are dormitories/boarding houses for the student	4.24	Very satisfactory
2.	The house rules and regulation of dormitories/boarding houses are strictly implemented	3.87	Very satisfactory
3.	The dormitories/boarding houses and its occupants are regularly monitored by the university and LGUs.	3.99	Very satisfactory
4.	There are available list of accredited dormitories/boarding houses for the student.	3.92	Very satisfactory
5.	The dorm managers are courteous, accommodation and trustworthy	4.01	Very satisfactory
<b>Category Mean</b>		4.01	Very satisfactory

As gleaned from the table, housing services have a “Very Satisfactory” performance as evidenced by a category mean of 4.01. Although the strength of the housing services is the availability of boarding house of the students, there is a need to monitor the implementation of house rules and regulations for the

security and protection of the students. This point of view was also reflected in the study of Nimako and Bondinuba (2012) in which security was one of the foremost factors that students consider important in their accommodations while in school.

**Table 13. Mean and Descriptive Interpretation of Scholarship Services**

<b>XIII. SCHOLARSHIPS</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. Information concerning scholarships are properly disseminated	4.22	Very satisfactory
2. Strict implementation of the policies of the different programs/assistant ships are observed.	4.27	Very satisfactory
3. The scholarship unit efficiently responds to the needs of the needs of the scholars	4.22	Very satisfactory
4. The scholarship unit provides an easy scheme to follow in the application for the different scholarship programs/assistantship	4.36	Very satisfactory
5. Periodic monitoring and evaluation of the academic performance of the scholars are conducted	4.20	Very satisfactory
<b>Category Mean</b>	4.25	Very satisfactory

As shown in Table 13, students evaluated the scholarship services as “Very Satisfactory” with a category mean of 4.28. Meanwhile, Item no. 44 which states that the scholarship unit provides an easy scheme to follow in the application for the different

scholarships had the a highest mean of 4.36 evaluated as “Very Satisfactory”. Overall, scholarship services were evaluated as “Very Satisfactory” with a category mean of 4.25.

Student persistence, progression and timely graduation are indicators of success in higher education (Ganem & Manasse, 2011) but since not all students have the means to finance themselves all throughout their academic years, many of them drop out and stop studying altogether. Need- and merit-based aid and grants are therefore key contributors to help students in financing their studies. As seen in the results, the respondents view the scholarship services of ISU Cauayan Campus highly. This might be attributed to the variety of financial assistance programs available for students in the university with some from government and private scholarships as well as curricular and co-curricular grants from the university itself.

**Table 14. Mean and Descriptive interpretation of ICT services**

<b>XIV. ICT SERVICES</b>	<b>MEANS</b>	<b>INTERPRETATION</b>
1. Access to the ICT services are available in the university.	4.13	Very satisfactory
2. There are adequate ICT facilities/equipment in the university.	4.14	Very satisfactory
3. There are existing ICT technician whenever needed.	4.13	Very satisfactory
4. Student could have easy access to ICT services.	4.14	Very satisfactory
5. Efficient ICT services are provided to the students.	4.18	Very satisfactory
<b>Category Mean</b>	4.15	Very satisfactory

Table 14 revealed that ICT services have a “Very Satisfactory” performance with a category mean of 4.15. This indicates that there is an efficient ICT services provided to the students.

The importance of having an up-to-date ICT service in schools is well-established hence the concern of students for this area. While the respondents' perception of ICT services is described as very satisfactory, the mean score of the indicators reveal that they are fairly lower compared to the other services covered by this study. This implies that the ICT services of ISU Cauayan Campus still needs improvement especially in ICT access and availability and existence of ICT technician in case of issues.

**Table 15. Mean and Descriptive interpretation of Registrar's office Services**

<b>XV. REGISTRAR OFFICE</b>	<b>MEAN S</b>	<b>INTERPRETATION</b>
1. The staffs are respectful polite, patient and professional.	3.87	Very satisfactory
2. The students and outside clients are serve in a reasonable period of time.	4.04	Very satisfactory
3. There was a clear understanding of the processes needed for resolution and accurate estimate of the time needed to fulfill the students/clients request.	4.05	Very satisfactory
4. The policies and procedures are clear and strict implemented.	4	Very satisfactory
5. The staffs are knowledgeable	4.09	Very satisfactory

ble on the policies and procedures of the payment of fees.		
<b>Category Means</b>	4.01	Very satisfactory

As indicated in Table 15, students evaluated the services of Registrar's office as "Very Satisfactory" with a category mean of 4.01. On the other hand, the Registrar of the campus should monitor the attitudes and behavior of her staff in dealing with the students. This was perceived in the fairly low mean scores given to the following indicators: politeness and demeanor of staff; time in which services are accomplished; clear and strict implementation of policies and procedures; and clear understanding of the processes needed for resolution and accurate estimate of the time needed to fulfill the students/clients request.

According to Sani et al. (2014), the quality of a front office staff—such as those in the registrar's office—is measured through the dimensions of tangibility, reliability, responsiveness, assurance and empathy. In consideration to this, it can be said that the services of the Registrar in ISU Cauayan may be adequate but there are areas that still needs to be examined and improved on.

**Table 16. Mean and Descriptive Interpretation of Accounting Office Services**

<b>XVI. ACCOUNTING OFFICE</b>	<b>MEAN S</b>	<b>INTERPRETATION</b>
1. The staffs are knowledgeable and friendly about the policies and procedures of payments of fees.	4.02	Very satisfactory
2. The staffs are helpful and friendly.	4.07	Very satisfactory
3. The policies and procedures for payment	4.11	Very satisfactory

of fees are clearly defined and implemented.		
4. Technical issues on payments of fees are reliably answered.	4.03	Very satisfactory
5. The delivery of services is timely and accurate.	4.11	Very satisfactory
<b>Category mean</b>	4.07	Very satisfactory

The policies and procedures for payment of fees are clearly defined and implemented and the delivery of services is timely and accurate. The timeliness and accuracy of the delivery of services is therefore the primary strength of the accounting office service with a mean of 4.11. Findings showed that accounting services have a “Very Satisfactory” performance.

As the agency in charge of keeping transaction records of the university’s financial policies and reports, accounting services play a crucial role in ensuring the smooth operations of any educational institution (Temelli, 2018). And while the results of the study portray the accounting services as very satisfactory, an analysis of its performance indicators show that it has minor things to improve on. Of particular concern to the students are the staff’s knowledge and openness to students in terms of issues and concerns as well as the reliability of the technical services used by the agency.

**Table 17. Mean and Descriptive Interpretation of Cashier’s Office Services**

<b>XVII. CASHIER’S OFFICE</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
1. The staffs are courteous, polite respectful and patient.	3.94	Very satisfactory
2. There is a systematic procedure for	3.91	Very satisfactory

payment of fees.		
3. The staffs competent and knowledgeable about their duties and responsibilities.	3.94	Very satisfactory
4. Their cashier office is strategically located, accessible and spacious to cater its client.	3.96	Very satisfactory
5. There is enough number of staffs who caters the entire client.	4.01	Very satisfactory
<b>Category means</b>	3.95	Very satisfactory

As shown in Table 17, students evaluated cashier’s office services as “Very Satisfactory” with a mean of 3.95. Although the results of the study revealed that the Cashiers office services have a very satisfactory performance, there is still a need to monitor the attitude and behavior of the staff during transactions with students. Furthermore, streamlining of the payment of fees for a more systematic process is recommended.

**Table 18. Summary of the Mean & Descriptive Interpretation of Student Services Program**

<b>XVIII. Student Services Program</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
1. Health services	4.27	Very Satisfactory
2. Student Organization	4.27	Very Satisfactory
3. Guidance	4.26	Very Satisfactory
4. Socio-Cultural	4.26	Very Satisfactory
5. Scholarship	4.26	Very Satisfactory
6. Library	4.24	Very Satisfactory

7. Sports	4.23	Very Satisfactory
8. Orientation	4.16	Very Satisfactory
9. Publication	4.15	Very Satisfactory
10. Food Services	4.15	Very Satisfactory
11. ICT Services	4.15	Very Satisfactory
12. Testing Unit	4.09	Very Satisfactory
13. Accounting Office	4.07	Very Satisfactory
14. Registrar Office	4.01	Very Satisfactory
15. Housing	4.01	Very Satisfactory
16. Admission	4.01	Very Satisfactory
17. Cashier Office	3.95	Very Satisfactory
<b>Grand Mean</b>	4.14	Very Satisfactory

The Health services and student organization services ranked 1 in the student services program while the Cashiers office services had the lowest mean of 3.95 evaluated as “Very Satisfactory”. Overall, The students evaluated the student services program as “Very Satisfactory “ with a grand mean of 4.14.

## Conclusion and Future Works

The different student services program components of Isabela State University-Cauayan City Campus such as admission, orientation, guidance, testing unit, student organization, publication, library, health services, sports, socio-cultural, food services, housing, scholarships, ICT services, registrar’s office, accounting office, and cashier’s office have a very satisfactory performance. From the 17 student service programs of ISU–Cauayan, health services and student organization ranked first in terms of quality services. Analysis revealed however that the services in the cashier’s office, registrar’s office, housing, admission and accounting ranked lowest. This implies that the aforementioned need to assess their procedures and performance so as to identify the areas for improvement.

The respondents’ evaluation of their services reveal that that one of their foremost concerns is the attitude and demeanor of the staff during transactions

and this could be a main consideration for the offices to improve on as it clearly affects their clientele’s satisfaction and perception of the service they provide.

## Ethical Considerations

The participation of the respondents in the study were voluntary and with informed consent. The research data remained confidential throughout the study and anonymity of respondents was protected at all times.

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## Authors Bio Note



**Jonathan Lord Romero Aquino**, is an Associate Professor at Isabela State University – Cauayan Campus, Cauayan City, Isabela, where he taught Astronomy, General Chemistry, Organic Chemistry, Biochemistry and Science, Technology and Society. Dr. Aquino is a faculty in the College of Education at Isabela State University Cauayan Campus, where he has been since 2012. He is currently the Director of Student Affairs and Services.

Dr. Aquino earned his baccalaureate degree at Saint Louis University, Baguio City with a degree of Bachelor of Secondary Education in General Science and Biology. He finished his Master of Arts in Science Education at Our Lady of the Pillar College, Cauayan City, Isabela and Master of Science in Chemistry at Isabela State University, Echague, Isabela under the Commission of Higher Education – Continuing Education Program Scholarship. He earned his Doctor

of Philosophy in Science Education at Cagayan State University, Tuguegarao City, Cagayan.

He has presented papers at International Conference on Education in Jakarta, Indonesia in 2016 and Melaka, Malaysia in 2017. His research and publication interest include teaching pedagogy in science, physico-chemical parameters of river waters and student services. He is a member of different organizations such as Philippine Association for Teacher Education (PAFTE), Philippine Association Research Managers (PhilARM) and National Research Council of the Philippines (NRCP).



**Dr. Freddie Revilla Cabrera** is an Associate professor 5 and Campus Director of Socio-Cultural Affairs in Isabela State University Cauayan Campus, duly recognized as Ambassador for Culture and the Arts by the Local Government Unit of Cauayan City for his untiring dedication and support to the cultural growth and awareness of not only students but also the community in general.

He is the project leader of BAYLE KULTURA de Cauayan :A Cultural Dance training -Workshop for Dep.Ed Cauayan City performers” that aim to promote culture and the arts through dance. By 2016, he was again a coordinator in the University Campus Culture and Arts Festival. In consideration to his extensive experience in the field, he was assigned Socio-cultural Director in the PASUC Culture and Arts Festival for two consecutive years in 2017 and 2018.

Dr. Cabrera also believed in regularly upgrading and improving his expertise and he did this by joining trainings, seminars and conferences related to culture and arts. In 2015, he joined the First International Conference of the Philippine Association for the Study of Culture, History and Religion. In 2017, he also joined the 10<sup>th</sup> Philippine Association of State Universities and Colleges (PASUC) Conference and Festival and Conference. In the same year, he

participated in the Dance Workshop of the Dance Exchange: The Philippine International Dance Workshop and Festival. In 2018, he once again participated in the PASUC Culture and Arts Conference and Festival and the Training-Workshop on Street Dance and Showdown Presentation. Aside from that, he also received the Ambassador Peace Award from the Universal Peace Federation in 2017

His work however, is not limited to Culture and Arts alone. As an academician, Dr. Cabrera is also an active researcher and faculty extensionist. He has undergone training, seminars and workshops for research and extension which have enabled him to engage actively in publishing research and in taking part in research-based extension programs. His research works encompass the institutional, cluster, university, national and international levels. With that, he was also able to publish his works in campus journals, national and international refereed journals and in an International SCOPUS journal. Because of that, he became a recipient of Best Paper and Best Research Awards by official sponsoring agencies and organizations. As for extension, he has participated and organized feeding and cultural outreach programs, literacy programs and civic engagement programs such as blood-letting, tree-planting and gift-giving.

Moreover, Dr. Cabrera serves as an accreditor for survey visits in universities, and an evaluator and panelist for undergraduate research in the university. He is also an active member of National and International Organizations that promote research, academic excellence, extension, culture and performing arts.

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