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RESEARCH ARTICLE

STUDENTS SATISFACTION OF NON-INSTRUCTIONAL SERVICES OF EASTERN  
SAMAR STATE UNIVERSITY

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ABSTRACT

This study determined the strengths and challenges of non-instructional services offered to both graduate and undergraduate students. Three hundred twenty six (326) randomly selected students served as the representative samples of different academic programs of the university. Results revealed that most of the respondents seldom availed or utilized the different non-instructional services. The study proved that students got high satisfaction of most non-instructional services namely; scholarship, publication, guidance, socio-cultural, co curricular, academic advising, library, food and housing services. They too were moderately satisfied with the following non-instructional services: health, sports, internet and communication as well as tutoring services. Considered two extremely important student services were library and scholarship. Other non-instructional services were highly important to the respondents. This study discovered that all non-instructional services offered to students were considered challenges. A higher level of students' satisfaction was posted in this recent evaluation. Students were highly satisfied with non instructional services provided by the school where they considered these to be highly important.

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INTRODUCTION

Students are the reason why educational institutions are established. They have needs and rights to participate in quality programs and to receive exemplary services in non-instructional services so to equip them with the necessary skills, competencies and ultimately lead to the acquisition of proper values necessary for global citizenship. This is explicitly expressed in Article XIV Sec. 1 of the 1987 Philippine Constitution which states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all". Student services according to Persaud (2006) provide opportunities for academic development, assist students with the basic college requirement, and serve to motivate students towards successful completion of their education. Ideally, universities should provide comprehensive services to help students achieve a successful college experience by increasing academic performance, retention, and graduation rates. These institutions also work to foster an institutional climate supportive of the success of low income, first generation students, and students with disabilities. With the thrust for assessment, accountability, and effectiveness of all educational institutions on its non instructional services, major concern is focused on

campus-wide survey of student perceptions on the quality of services availed of. Periodic data collection is enormously important if it wants to adapt to changes on internal and external environmental factors. Evaluation of student services according to Peters (2010) is an integral part of all aspects of the educational process and its major purpose is to improve. It is the reflective link between the dream of what should be and the reality of what is. She added that without assessment, student affairs is left only to logic, intuition, moral imperatives, goodwill or serendipity in justifying its existence. ESSU-Salcedo is a state owned university offering tertiary education. Evaluation of non instructional student services is monumental and imperative as part of the institutional effectiveness process. This too is a requirement for accreditation purposes.

The latest evaluation of student services was conducted long time ago, way back in 2005 and therefore there is a necessity to have a continuing assessment whether there had been improvement on student satisfaction so as to provide a supportive, student-centered climate that students expect and want from the university. This investigation examined students' perception on the quality of various non-instructional services in terms of level of satisfaction and importance. It also looked into the different strengths and weaknesses in order to discover areas needing improvement. To determine whether services are improving or not, this study is a comparative analysis of the 2005 satisfaction study and the present.

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## MATERIALS AND METHODS

This descriptive study made use of survey questionnaires which were distributed to 326 randomly selected graduate and undergraduate students of ESSU Salcedo Campus. Determination of sample size was made using Sloven formula by Pagoso (1993) and Atkinson (1996) as cited by Subong and Beldia (2006). Non instructional services in the study refers to the different student services such as: Library, health, food, sports development program, student publication, socio-cultural development, housing, internet and communication, co-curricular and extracurricular activities, guidance, academic advising, tutoring and scholarship services. To measure the students' satisfaction on the non-instructional services, the researcher designed and constructed a questionnaire through an exhaustive review of literature with major consideration on AACUP requirement as based on their instrument on Area IV on support to students. Every non-instructional service has at least three to six items to capture and to characterize an ideal service in terms of personnel assistance, needed facilities, appropriateness of program offering, and adequacy of supplies and materials that met students' needs.

A dry-run was performed prior to the conduct of the study. For data analysis, it made use of the gap analysis advocated by Pellette (2004). He contends that the gap analysis measures the difference between the means of student's satisfaction of a particular service compared to importance ratings of the service provided. If there is a difference between the average agreement and the average importance, then students are more than satisfied with the service provided. If there is a negative difference, then students are not satisfied to the same degree that they thought the service was important. If there is no difference in the averages, then students were satisfied with the service provided to the same degree as the importance placed in that particular area. He added that with the use of scales, those areas rated by students of importance and satisfaction (importance above the mid-point and satisfaction in the bottom quartile) will be considered institutional challenges. This is the result when the difference of the two means is negative. If the difference of the means is positive, then that will result to institutional strength.

## RESULTS AND DISCUSSION

### Non Instructional Services

This study tried to determine the extent of utilization of students on the different non-instructional services offered by the university on both graduate and undergraduate programs. This is reflected in the table below.

Results of the study pointed out that students sometimes use the library services, academic advising and publication services. Whereas, they seldom use other services with tutoring services as the least. This result is similar to the 2005 satisfaction survey conducted by Apilado who discovered low utilization of student services with majority of the students saying they seldom availed the different services and programs. This may be attributed to various factors, foremost because these services may not be available like very few of the faculty offer tutoring services or there is no proper dissemination. It is therefore important for the student services office to inform students on the availability of student services and the need for proper dissemination.

### Students Level of Satisfaction of Non-Instructional Services

Table 2 discloses the scholarship services garnering the highest satisfaction rating as compared to other services, followed by the publication, then guidance office. Nine student services received high satisfaction ratings from students. Concerned personnel must be commended for trying its best to provide quality services to its clientele, the students. Students derived moderate satisfaction for health, sports development, internet and communication as well as tutoring. Majority of which is due to financial difficulties or constraints beyond the control of the personnel assigned in the particular office. However, these can be remedied using the resourcefulness and initiative of those concerned. This finding shares some similarity with the study of Malik *et al.* (2000) in Pakistan. They also discovered that students were not satisfied with their computer laboratory services.

### Level of Importance of the Non-Instructional Services

This study disclosed that based on students perceptions, the library and the scholarship services are the most important services in the university having a mean of 4.2 denoting extreme importance. This is followed by the publication and food services with a mean of 4.16 suggesting high importance as with other students' services. Result of this study is similar to the study conducted by Andrus, *et al.* (2004) where survey respondents rated all items highly in terms of importance.

This data is very important input for management decision making in terms of fund allocation. Currently, management has invested so much funding for the physical improvement of the library that it has sacrificed other equally-important areas of concern believing on the extreme importance of library services.

**Table 1. Frequency of Use of the Different Non-Instructional Services, SY 2011-2012**

Services	Mean	Remarks	Rank
1. Library	3.03	Sometimes	1.0
2. Academic Advising	2.58	Sometimes	2.0
3. Student Publication	2.57	Sometimes	3.0
4. Scholarship	2.50	Seldom	4.0
5. Internet and Communication	2.47	Seldom	5.0
6. Food	2.46	Seldom	6.0
7. Socio-cultural Development	2.44	Seldom	7.5
8. Co-curricular and Extra Curricular Activities	2.44	Seldom	7.5
9. Sports Development Program	2.32	Seldom	9.0
10. Health	2.29	Seldom	10
11. Housing	2.24	Seldom	11
12. Guidance Program	2.18	Seldom	12
13. Tutoring	1.79	Seldom	13

**Table 2. Students Satisfaction of the Non-Instructional Services, SY 2011-2012**

Services	Level of Students Satisfaction	Interpretation	Rank
1. Scholarship	3.68	Highly Satisfied	1
2. Student Publication	3.62	Highly Satisfied	2
3. Guidance Program	3.58	Highly Satisfied	3
4. Socio-cultural Development	3.57	Highly Satisfied	4
5. Co-curricular and Extra Curricular Activities	3.55	Highly Satisfied	5
6. Academic Advising	3.54	Highly Satisfied	6.5
7. Library	3.54	Highly Satisfied	6.5
8. Food	3.51	Highly Satisfied	8
9. Housing	3.41	Highly Satisfied	9
10. Health	3.36	Moderately Satisfied	10
11. Sports Development Program	3.22	Moderately Satisfied	11
12. Internet and Communication	3.16	Moderately Satisfied	12
13. Tutoring	3.08	Moderately Satisfied	13

**Table 3. Students Level of Importance of the Non-Instructional Services, SY 2011-2012**

Services	Mean	Remarks	Rank
1. Library Services	4.2	Extremely Important	1.5
2. Scholarship Services	4.20	Extremely Important	1.5
3. Student Publication Services	4.16	Highly Important	3.5
4. Food Services	4.16	Highly Important	3.5
5. Guidance Program	4.14	Highly Important	5
6. Internet and Communication Services	4.11	Highly Important	6.5
7. Housing Services	4.11	Highly Important	6.5
8. Co-curricular and Extra Curricular Activities	4.09	Highly Important	8
9. Socio-cultural Development Services	4.07	Highly Important	9
10. Health Services	4.06	Highly Important	10
11. Academic Advising Services	4.05	Highly Important	11
12. Sports Development Program	4.02	Highly Important	12
13. Tutoring Services	3.94	Highly Important	13

**Table 4. Ranking of Challenges of the Non-Instructional Services, SY 2011-2012**

Services	Mean Difference (Satisfaction Level –Importance Level)	Rank
1. Internet and Communication Services	-0.95	1
2. Tutoring Services	-0.87	2
3. Sports Development Program	-0.80	3
4. Health Services	-0.70	4.5
5. Housing Services	-0.70	4.5
6. Library Services	-0.67	6
7. Food Services	-0.65	7
8. Guidance Program	-0.59	8
9. Publication Services	-0.55	9
10. Co-curricular and Extra Curricular Activities	-0.54	10
11. Scholarship Services	-0.52	11
12. Academic Advising Services	-0.51	12
13. Socio-cultural Development Services	-0.49	13

Management deserves to be commended in its effort to answer the clamor of students. But a greater challenge lies in the procurement of up-dated references that will support the research needs of students. This will require the concerted efforts of all its stakeholders.

### Ranking of Students Services Based on Challenges

The study used the mean difference (Satisfaction Level –Importance Level) values of students to rank all non instructional services to determine which of the services considered in the study needs immediate attention and priority. The same gap analysis was utilized by the Student Satisfaction Project Team of the University of Kentucky (2000) thus, reinforces its use in the present study.

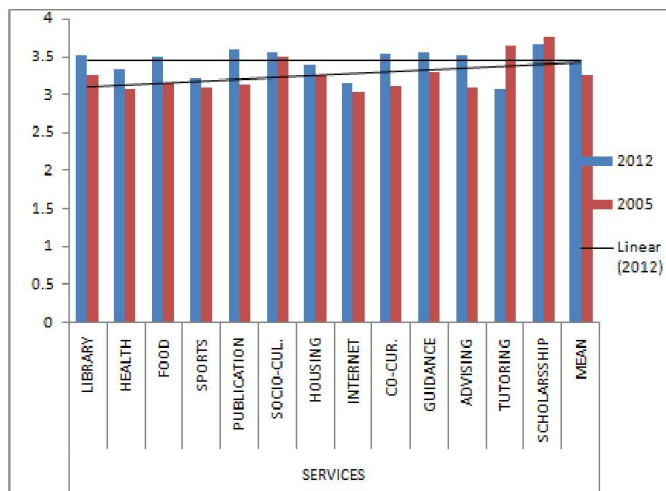
As disclosed in Table 3, the student services that needs most attention and focus is the internet and communication services because of its extremely high importance but moderate satisfaction level.

Similar observation was noted in the study of Andrus, *et al.* (2004) wherein internet resources for class work and research was very important needing some steps to improve this shortfall. This is followed by the tutorial services, sports development, health services and the fifth is the housing services. The five services which need the least attention are the publication, co-curricular and extracurricular activities, scholarship services, academic advising, socio-cultural development services. These services obtained high satisfaction ratings yet not too important to students.

Although the mean differences are so small these are important data guiding management in an effort to improve the student services in terms of prioritization of effort and resources. To have a higher impact of student services is to attain higher satisfaction rating than its rating on the level of importance. This is the very reason why gap analysis was used as the unit of analysis to determine areas needing improvement to better serve the clientele. This is an important input for policy formulation and management decision –making.

**Comparative Analysis with the 2005 and 2012 Survey of Students Satisfaction of the Non-Instructional Services**

Figure 1 shows the slight increase of students' satisfaction rating from 2005 to 2012 survey for non-instructional services.



**Figure 1. Comparative Analysis of the 2005 and 2012 Survey of Students Satisfaction for Non-Instructional Services**

As shown, the mean rating in the 2005 survey was lower as indicated in the red color bars. The blue colored bars indicate students' satisfaction ratings for 2012 survey, the current study which posted a higher mean score on students' satisfaction. Non-instructional services with an increase ratings were the following; academic advising, counseling program, co-curricular activities, internet and communication services, housing, socio-cultural, publication, sports, food, health services and the library. The other two student services which were tutoring and scholarship have lower ratings as compared to the last survey. It can be gleaned from Table 6 that majority of the non-instructional services made an increase in the mean scores as compared to the 2005 survey, except for tutoring and scholarship services. This is a wake-up call to those in-charge to find ways and means by which better services maybe delivered to students.

The result of this study is compared to the 2005 survey in order to find out if the non-instructional services are improving and what areas are to be looked into by those concerned to be able to create a healthier environment for students. Table 5 shows the different mean scores of every service on the two evaluation periods. It can be noted that almost all services are highly important to students on the two evaluation periods. However, in the 2012 evaluation, students find the library as well as scholarship to be extremely important. It was also revealed in the study that a slight decrease in the importance of socio-cultural services to students was noted.

**Table 5. Mean Ratings of Non-Instructional Services on Satisfaction Based on the 2005 and 2012 Survey**

Services	2012 Survey	2005 Survey	Remarks
1.Scholarship	3.68 Highly Satisfied	3.78 Highly Satisfied	Decreased
2.Student Publication	3.62 Highly Satisfied	3.15 Moderately Satisfied	Increased
3.Guidance Program	3.58 Highly Satisfied	3.30 Highly Satisfied	Increased
4.Socio-cultural Development	3.57 Highly Satisfied	3.52 Highly Satisfied	Increased
5.Co-curricular and Extra Curricular Activities	3.55 Highly Satisfied	3.13 Moderately Satisfied	Increased
6.Academic Advising	3.54 Highly Satisfied	3.10 Moderately Satisfied	Increased
7.Library	3.54 Highly Satisfied	3.26 Moderately Satisfied	Increased
8.Food	3.51 Highly Satisfied	3.16 Moderately Satisfied	Increased
9.Housing	3.41 Highly Satisfied	3.26 Moderately Satisfied	Increased
10.Health	3.36 Moderately satisfied	3.09 Moderately Satisfied	Increased
11.Sports Development Program	3.22 Moderately Satisfied	3.11 Moderately Satisfied	Increased
12.Internet and Communication	3.16 Moderately Satisfied	3.04 Moderately Satisfied	Increased
13.Tutoring	3.08 Moderately Satisfied	3.66 Highly Satisfied	Decreased
Mean	3.44 Highly Satisfied	3.27 Moderately Satisfied	Increased

**Table 6. Comparative Analysis on Students Level of Importance of the Non-Instructional Services on Two Evaluation Period**

Services	2012 Survey		2005 Survey		Remarks
	Ratings	Interpretation	Ratings	Interpretation	
1.Library	4.20	Extremely Important	4.00	Highly Important	Increased
2.Scholarship	4.20	Extremely Important	4.16	Highly Important	Increased
3.Student Publication	4.16	Highly Important	3.91	Highly Important	Increased
4.Food	4.16	Highly Important	3.88	Highly Important	Increased
5.Guidance Program	4.14	Highly Important	3.98	Highly Important	Increased
6.Internet and Communication	4.11	Highly Important	3.98	Highly Important	Increased
7.Housing	4.11	Highly Important	4.05	Highly Important	Increased
8.Co-curricular and Extra Curricular Activities	4.09	Highly Important	3.90	Highly Important	Increased
9.Socio-cultural Development	4.07	Highly Important	4.12	Highly Important	Decreased
10.Health	4.06	Highly Important	3.89	Highly Important	Increased
11.Academic Advising	4.05	Highly Important	3.92	Highly Important	Increased
12.Sports Development Program	4.02	Highly Important	3.77	Highly Important	Increased
13.Tutoring	3.94	Highly Important	3.91	Highly Important	Increased
Mean	4.1	Highly Important	3.96	Highly Important	Increased

The result of this student satisfaction study implies that the services offered by the institution are quiet improving which may imply that more students will prefer to stay at the institution and recommend the institution to others. This happening was also observed in the study of Sum *et al.* (2008).

### Conclusions

Students derived high satisfaction for the quality of non-instructional services offered to them. However, integral and important part of the institutional effectiveness effort, is to respond to the many challenges posed to them by students. Major concern should be focused on improving teachers professionalism, knowledge of the subject, teaching for the independent learning, and management of learning. For non-instructional services, it should likewise improve its internet and communication, tutoring and sports services among others. Addressing students' needs and expectations will allow educational institution to retain and attract quality students.

### Recommendations

Based on the findings revealed in this study, the researcher recommends the following:

The Dean of Students' Services should spearhead a discussion on the findings of this study and work out a strategic plan to better improve the different non-instructional services. Awards for outstanding faculty performance may be instituted. Increase students' access to various non-instructional services thru proper dissemination of information, availability of supplies and improvement of facilities as well as establishing proper rapport with the personnel in-charge and students. Management may source out funds for a better internet connection.

An annual study maybe conducted to monitor students' satisfaction on the various services as input to quality service of the university.

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