



AWARENESS ON THE STUDENT AFFAIRS AND SERVICES AND ITS RELATION TO CLIENT SATISFACTION IN TARLAC STATE UNIVERSITY

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Abstract: This study was focused on the significant relationship between the awareness and client satisfaction on Student Affairs and Services in Tarlac State University which was envisioned with Republic Act 7722 otherwise known as "Higher Education Act of 1994" with its objective to achieving the highest level of effective, relevant, and higher quality higher education in the nation through the Commission on Higher Education, and CHED Memorandum Order No. 9, S. 2013, otherwise known as Enhanced Policies and Guidelines on Student Affairs and Services which defines the scope, procedures, the extent of regulations as well as the mechanics of evaluating student welfare and development activities for students enrolled in the Higher Education Institutions (HEIs). This study was administered to deeply understand the awareness of SAS services, client satisfaction on the SAS Services, the significant relations of awareness and client satisfaction, problems encountered among the stakeholders, propose interventions among the experienced challenges, and imply the study to public administration. Furthermore, descriptive-correlational research design was adopted with a total of 377 respondents. As a result, respondents were aware and have outstanding satisfaction among the services of the units under Student Development Services (SDS), Student Welfare Services (SWS), and Institutional Student Programs and Services (ISPS). Moreover, there is no significant relationship between awareness and satisfaction except the Career Education and Job Placement Services (CEJPS). Also, problems encountered were addressed such as inaccessibility of the unit's office through the Student Center, lack of promotion of services, lack of knowledge among the procedures to acquire services and the other. Likewise, it was recommended to provide satellite offices among the other campuses, create unit's official video which contains activities and offering of the unit, creation of unit's brochures, discussion of citizen's charter, and analogous proposed measures.

I. INTRODUCTION

1.1 Background of the Study

Awareness, availment, and satisfaction are crucial in many institutions worldwide particularly if services are the major offer. In order for you to avail and satisfy you must first need to be aware on the services. Moreover, awareness without availment is no satisfaction. Client awareness and satisfaction must be the priority in organizations, because through it an organization can prosper and develop.

Consequently, client satisfaction is a measurement of how happy customers receive the products, services, or experience from an institution or organization. This is being measured in order to identify if an institution or organization needs development among their products, capacity, or services or for the basis of research in their marketing strategy.

In Western Philippines University, the majority of the students were "Moderately Aware" of the student service procedures that the OSAS provided under the admission section, with an average mean of 4.38; however, students also indicated that they are "Extremely Aware" of the specific services, such as procedure 2 "Administers entrance examination to incoming freshman students, walk-in and transferees" (4.63), procedure 1 "Conducts regular orientation to students" (4.53). While the students generally expressed satisfaction with the admission services (4.36 average mean rating), they

expressed greater satisfaction with procedures 2 and 10 (which accommodate and entertain inquiries from students, parents, transferees, and walk-ins respectively) and administered entrance exams to incoming freshman students, walk-ins, and transferees (4.53 and 4.52 mean ratings with Very Satisfied descriptive rating) (Bucad & Perez, 2021).

Due to the study conducted in Western Philippines University, there is a need to assess the awareness of students and its relation to client satisfaction, this is to deeply understand the significant relationship in the level of awareness and satisfaction toward the Office of the Student Affairs Services (OSAS) in the locale of this study

In Tarlac State University, a public school of higher learning in Tarlac City, Tarlac, Philippines. The top priority of the institution is quality service and customer satisfaction, these can be seen among its international certifications such as Integrated Management System Certification awarded by the United States Accreditation Services which covers ISO 9001:2015 (Quality Management System). Also, through its Citizen/Client Satisfaction Survey (CCSS).

As a rationale, this study was administered to deeply understand the awareness of SAS services, client satisfaction on the SAS Services, the significant relations of awareness and client satisfaction, problems encountered among the stakeholders, propose interventions among the experienced challenges, and imply the study to public administration.

Statement of the Problem

This study was mainly focused on studying the Awareness on the Student Affairs and Services and its relation to Client Satisfaction in Tarlac State University.

In specifics, the study was attempted to answer the following questions:

1. How is the awareness SAS Services be described and evaluated in terms of:
 - 1.1 Student Development Services (SDS)
 - 1.1.1 Student Publication Unit (SPU)
 - 1.1.2 Student Organizations Unit (SOU)
 - 1.1.3 Student Discipline Unit (SDU)
 - 1.1.4 Culture and Arts Unit (CAU)
 - 1.1.5 Sports Development and Management Unit (SDMU)
 - 1.2 Student Welfare Services (SWS)
 - 1.2.1 Guidance and Counseling Unit (GCU)
 - 1.2.2 Career Education and Job Placement Services (CEJPS)
 - 1.2.3 Testing, Evaluation, and Monitoring Unit (TEMU)
 - 1.2.4 Economic Enterprise Development (EED)
 - 1.3 Institutional Student Programs and Services (ISPS)
 - 1.3.1 Medical Services Unit (MSU)
 - 1.3.2 Dental Services Unit (DSU)
 - 1.3.3 Scholarship and Financial Assistance Unit (SFAU)
 - 1.3.4 International, Differently-Abled, Indigenous and Marginalized Student Services (IDIMSS)
2. How is client satisfaction on the SAS Services of Tarlac State University?
3. Is there a significant relationship between awareness and client satisfaction on the SAS Services?
4. What are the problems encountered by the respondents which affects the awareness and satisfaction on SAS services?
5. What measures can be proposed to improve the awareness and satisfaction on SAS services?
6. What are the implications of the study to Public Administration?

1.2 Delimitations of the Study

The general objective of this study was mainly focused on studying Awareness on Student Affairs and Services and its relation to Client Satisfaction in Tarlac State University. To determine the study, the following indicators were used: 1.1 Student Development Services (SDS): 1.1.1 Student Publication Unit (SPU), 1.1.2 Student Organizations Unit (SOU), 1.1.3 Student Discipline Unit (SDU), 1.1.4 Culture and Arts Unit (CAU), 1.1.5 Sports Development and Management Unit (SDMU); 1.2 Student Welfare Services (SWS): 1.2.1 Guidance and Counseling Unit (GCU), 1.2.2 Career Education and Job Placement Services (CEJPS), 1.2.3 Testing, Evaluation, and Monitoring Unit (TEMU); 1.2.4 Economic Enterprise Development (EED); and 1.3 Institutional Student Programs and Services (ISPS): 1.3.1 Medical Services Unit (MSU), 1.3.2 Dental Services Unit (DSU), 1.3.3 Scholarship and Financial Assistance Unit (SFAU), 1.3.4 International, Differently-Abled, Indigenous and Marginalized Student Services (IDIMSS). Also, descriptive-correlational research design was administered, and only capacitated offices under the Student Affairs and Services of Tarlac State University in the year 2023.

The study only covered Awareness on Student Affairs and Services and its relation to Client Satisfaction in Tarlac State University for 2022. Additionally, a total of 377 respondents have been surveyed from nine (9) colleges of the university in order to attain the goal of this study.

II. RESEARCH METHODOLOGY

The research methodology, study subjects, data collection techniques, and data analysis are all covered in this chapter.

2.1 Population and Sample

The respondents of this study were composed of the samples among the population of nine (9) colleges in Tarlac State University among the three (3) campuses from Main Campus, Lucinda Campus, and San Isidro Campus, to wit: (1) College of Arts and Social Sciences, (2) College of Business and Accountancy, (3) College of Engineering and Technology, (4) College of Public Administration and Governance, (5) College of Criminal Justice Education, (6) College of Science, (7) College of Teacher Education, (8) College of Architecture and Fine Arts, and (9) College of Computer Studies. They served as important input informants for supplying the data the study requires and served as vital students who responded in order to make this study a success. Also, Cochran's Formula has been utilized, which is considered appropriate in situations with a large population. Moreover, a simple random sampling method was applied to randomly choose subgroups of a population. The population is had a total of 21, 776 which reflected as 377 samples.

2.2 Data and Sources of Data

The methods used in garnering data include three (3) instruments: (1) Questionnaire, (2) documentary analysis; and (3) interview to gain applicable data to obtain important study results. Survey Questionnaire: Questionnaires were distributed through face-to-face survey and online platform. This was administered to easily reach the respondents and requested for their challenges encountered and proposed measures. Documentary Analysis: After obtaining approval and the necessary authorities through a communication letter, the researcher used the stakeholders existing number, and other pertinent documents to assess legal and technical compliance on standards. These materials' confidentiality likewise maintained. Such were used to identify the target samples and populations of the respondents, and to certainly interpret their insights. Interview: This was done to by asking respondents on their satisfaction, awareness, problems encountered, and proposed measures among the services of SAS. This is to further understand their insights and concerns among the indicators.

2.3 Theoretical framework

This study adopted the Input-Process-Output (IPO) model to study the Awareness on the Student Affairs and Services and its relation to Client Satisfaction in Tarlac State University. To determine the study, the following indicators and inputs were used: 1.1 Student Development Services (SDS): 1.1.1 Student Publication Unit (SPU), 1.1.2 Student Organizations Unit (SOU), 1.1.3 Student Discipline Unit (SDU), 1.1.4 Culture and Arts Unit (CAU), 1.1.5 Sports Development and Management Unit (SDMU); 1.2 Student Welfare Services (SWS): 1.2.1 Guidance and Counseling Unit (GCU), 1.2.2 Career Education and Job Placement Services (CEJPS), 1.2.3 Testing, Evaluation, and Monitoring Unit (TEMU), 1.2.4 Economic Enterprise Development (EED); and 1.3 Institutional Student Programs and Services (ISPS): 1.3.1 Medical Services Unit (MSU), 1.3.2 Dental Services Unit (DSU), 1.3.3 Scholarship and Financial Assistance Unit (SFAU), 1.3.4 International, Differently-Abled, Indigenous and Marginalized Student Services (IDIMSS). Additionally, the level of awareness and satisfaction were served as the process on this study. Moreover, proposed measures and implications in the field of Public Administration were functioned as the output. Lastly, these schemes have an alignment to the problems encountered among SAS services.

2.4 Statistical tools and econometric models

The methods of documentary analysis, survey questionnaire and interview were used to ensure the gain of sufficient data to obtain meaningful study results.

2.4.1 Survey Questionnaire

Questionnaires were distributed through face-to-face survey and online platform. This was

administered to easily reach the respondents and requested for their challenges encountered and proposed measures.

2.4.2 Documentary Analysis

After obtaining approval and the necessary authorities through a communication letter, the researcher used the stakeholders existing number, and other pertinent documents to assess legal and technical compliance on standards. These materials' confidentiality likewise maintained. Such were used to identify the target samples and populations of the respondents, and to certainly interpret their insights.

2.4.3 Interview

This was done to by asking respondents on their satisfaction, awareness, problems encountered, and proposed measures among the services of SAS. This is to further understand their insights and concerns among the indicators.

2.4.4 Data Analysis

In order to enable better arrangement, such as through tables and graphs, the collected data was categorized. These then undergone the following appropriate statistical processing:

2.4.4.1 Frequency count

It represents the total number of interpretations in a particular category, type or classification. This was used to improve the identification of Awareness on the Student Affairs and Services and its relation to Client Satisfaction in Tarlac State University.

2.4.4.2 Percentage

It is designed by dividing the total or entire quantity by 100 to show the overall or complete (Statistics Canada, 2015). Percentages for the difficulties faced and proposed solutions were determined in order to demonstrate the scope of respondents' opinions.

2.4.4.3 Mean

It is what most of society refers to as "average" and was planned by gathering up the data in sequences and dividing it all up even though there are innumerable numbers all around (Statistics Canada, 2015).

2.4.4.4 Ranking

Data was arranged in this way, from highest to lowest. To improve answer display and make it simple to identify often occurring data, challenges encountered and developed measures were rated according to their frequency count and percentage.

2.4.4.5 Pearson

It is a descriptive statistic, which means it summarizes the properties of a dataset. It describes the degree and direction of a linear relationship between two quantitative variables (Turney, 2023).

2.4.4.6 Likert scale

The section of data collection that gauges a respondent's attitude or view toward a particular topic is essential (QuestionPro). The following scales were used to assess the success of the study:

For awareness

Numerical equivalent	Index of Limits	Adjectival Description
5	4.50 – 5.00	Fully Aware
4	3.50 - 4.49	Aware
3	2.50 - 3.49	Neutral
2	1.50 - 2.49	Not Aware
1	1.00 - 1.49	Fully Not Aware

For satisfaction

Numerical equivalent	Mean Interval	Adjectival Description
5	4.50 - 5.00	Outstanding
4	3.50 - 4.49	Very Satisfactory
3	2.50 - 3.49	Satisfactory
2	1.50 - 2.49	Fair
1	1.00 - 1.49	Poor

III. RESULTS AND DISCUSSION

3.1 Significant Relationship Between Awareness and Client Satisfaction on SAS Services

Table 3.1: Correlation between Respondents' Awareness and Satisfaction on SAS Services

Services	Units	Pearson r	p -value	Decision	Result
Student Development Services	Student Publication	0.034	0.508	Accept H_0	Not Significant
	Student Organizations	-0.044	0.398	Accept H_0	Not Significant
	Student Discipline	-0.079	0.124	Accept H_0	Not Significant
	Culture and Arts	-0.019	0.712	Accept H_0	Not Significant
	Sports Development and Management	-0.033	0.526	Accept H_0	Not Significant
Student Welfare Services	Guidance and Counseling	-0.005	0.919	Accept H_0	Not Significant
	Career and Job Placement Services	0.121	0.019	Reject H_0	Significant
	Testing, Evaluation and Monitoring	-0.053	0.303	Accept H_0	Not Significant
	Economic Enterprise Development	0.094	0.068	Accept H_0	Not Significant
Institutional Student Programs and Services	Medical Services	0.040	0.438	Accept H_0	Not Significant
	Dental Services	-0.016	0.760	Accept H_0	Not Significant
	Scholarship and Financial Assistance	-0.077	0.136	Accept H_0	Not Significant
	International, Differently-Abled, Indigenous and Marginalized Student Services	0.008	0.870	Accept H_0	Not Significant

Table 3.1 Discussion of Results

Student Development Services (SDS)

Result show that there is no significant relationship between the respondents' awareness and satisfaction among the units under Student Development Services. This indicates that there is no connection between the level of awareness and the level of satisfaction among the services of SAS. This information might serve as a benchmark for the SAS unit since it informs students about the services and programs that are offered to them, enabling them to take use of them in the future and be satisfied with the services.

This is related to the study of Gervacio and Pascual (2019), that the respondents reported a very high degree of satisfaction with student development services. Student government/council, student discipline, leadership development, and student publication all have high levels of awareness on student organizations and activities. Likewise, this study has respondents' high level of awareness and satisfaction, yet not correlated. Through a variety of institutional and/or student-initiated activities, offers services and programs meant to explore, expand, and develop the child's full potential for personal development, leadership, and social responsibility.

1.1 Student Welfare Services (SWS)

Evidently, only Career Education and Job Placement Services (CEJPS) is the only significant among the units of Student Welfare Services. The level of awareness and level of satisfaction of CEJPS is correlated, if one indicator increases one will increase as well. Hence, other units' awareness and client satisfaction from SWS has no significant relationship. This means that awareness and satisfaction is not correlated to each other and no bearing in the increase or decrease of one indicator. This is in line with the findings of Bucad (2022), who found no variations between students' satisfaction with service quality factors and total service quality.

1.2 Institutional Student Programs and Services (ISPS)

As manifested on the data, the units under Institutional Student Programs and Services have no significant relationship among its awareness and satisfaction. Despite the two indicators are equally positive, still not correlated with each other. The increase of satisfaction has no effect to the level of awareness, and vice versa. The same result revealed to the study of Gervacio and Pascual (2019), where the respondents utilized a high level of the institutional student programs and services in terms of safety, security, and health, as well as student scholarships, study grants and aid, admission services, food services, sports development programs, monitoring and evaluation of student affairs and services, sociocultural programs, and research on student affairs and services.

3.2 Problems Encountered

Table 3.2 Problems Encountered

Situation
Insufficient in discussion of services during the annual orientation.
Lack of Knowledge on the process of services.
Inaccessibility of the Student Center building.
Lack of Promotion/Advertisement of Services.

Table 3.2 Discussion of Results

Problems encountered are crucial in research, this provides an information and basis in order to improve such and formulate intervention in order to alleviate or take off the existing challenges. A total of 377 students from different colleges participated in this portion. Additionally, this portion discusses the problems encountered by the respondents on awareness, there are no challenges experienced pertains to the satisfaction of the respondents. Moreso, the frequency reflects student encountered problems.

The topmost problem is insufficient discussion of services during the annual orientation. This is because of the limited information discussed during the freshmen orientation such as the functions and activities of the unit. This is also due to the restricted time allotted to discuss the services among the thirteen (13) offices in the Student Affairs and Services. Additionally, this can also because of the unactive participation of the students during the activity.

Ranking 2nd, lack of knowledge on the process of services. This is because of the limited clients involved to the processes of services, for an instance, this is mostly applicable among the student journalists in the university.

Having the 3rd rank is inaccessibility of the Student Center building. This because of the one (1) office available of the unit among the three (3) campuses in the university, students who are from the San Isidro Campus and Main Campus needs to travel for about thirty (30) minutes to one (1) hour just to submit documents.

To complete the challenges encountered by the respondents, lack of promotion/advertisement of services. Posters, social media advertisement, and activities awareness were already provided, hence, this is the last problems that students encountered under awareness. This can be because of the constrained students reached by the promotion and advertisement of the unit. Also, this can also because students are not attentive among the advertisement provided by the unit.

3.3 Proposed Measures

Measures	Objectives	Strategy	Outcomes
The offices may provide and disseminate brochures on unit services.	To provide clear and substantial information about the services of the unit.	Aside from discussing the services of the unit, there is in need to create brochures about the services of the unit to clearly understand.	Reduced the number of students who have been lacking on the discussion of services.
The offices may discuss the Citizen's Charter.	To provide students better understanding among the processes of the unit's services.	Present the Citizen's Charter during the annual orientation.	Reduced number of students who have been lacking on knowledge among the process of services of the unit.
The offices may provide satellite offices among two (2) campuses.	To aid and assist students more effectively.	Request for funding among the satellite offices.	More accessible office of the unit.
The offices may establish a visit and promotion of services among the colleges.	To make more students involved in the services of the unit.	Coordinate among the College Deans for the schedule of visit.	Reduced students who are lacking on the promotion of the services of the unit.

Table 3.3 Discussion of Results

In providing and disseminating brochures on unit services, the students are able to have a clear and substantial information about the services of the unit. During the discussion, it is also in need to provide brochures which contains the services and contact details of the unit. Through this, the unit can reduce the number of students who have been lacking on the discussion of services.

Moreover, discuss the Citizen's Charter is one among the measures to the unit, this is to provide students better understanding among the processes of the unit's services. This can be done by discussing and presenting the citizen's charter of the unit, through it the unit can reduced the number of students who have been lacking on knowledge among the process of services of the unit.

Another is by providing satellite offices among two (2) campuses to assist students in an efficient manner and to provide better services among them. Hence, this can be done by requesting for funding in order to establish satellite offices among the campuses of the university. Through this, the unit will be made more accessible among the studentry.

Lastly, establish a visit and promotion of services among the colleges this is to make more students involved in the services of the unit. This can be administered by coordinating among the College Deans for the schedule of visit, by this reason, the unit can reduce students who are lacking on the promotion of the services of the unit.

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