

ASSESSING THE STUDENT FRONTLINE SERVICES OF CSU PIAT

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Abstract

This research assesses the students' satisfaction level with the Student Affairs Services (SAS) and frontline services of Cagayan State University Piat (CSU Piat) for the academic year 2022-2023. Using a mixed methods design, quantitative data were gathered using a structured questionnaire given to 1,198 students, while qualitative information was obtained through focused group discussions. The findings reflect a high satisfaction level, with a mean score of 4.31 overall for the frontline student services provided by the university. In addition, the participants satisfaction level with the different frontline services was also influenced by demographic factors such as gender, academic program, order of birth and number of siblings whereas civil status, family earnings and ethnicity do not demonstrate a meaningful connection. Results underscored the need for specific assistance to meet the diverse needs of students. Strengthening service efficiency is suggested through the establishment of a more focused student support initiatives, strengthened communication about accessible resources, and addressing the distinct needs of diverse students. This study supports our efforts to elevate student services and welfare at Cagayan State University at Piat leading to a more welcoming and impactful academic environment.

Keywords: frontline services, student affairs, level of satisfaction

INTRODUCTION

The evaluation of the Student Affairs Services (SAS) and other frontline services at CSU Piat is vital for understanding and improving the academic support and assistance needed for a well-rounded student development. Student Affairs Services covers a diverse set of programs, which includes student assistance, capacity building initiatives, and institutional support, all tailored to help students in exploring their university journey as stated in CMO No. 09, 2013. Various learners enter CSU Piat with minimal knowledge of available resources, stresses the need for holistic assistance to help them navigate the difficulties of university life.

The active involvement of the student services office is necessary in ensuring inclusive access to these services, striving to avoid any student from feeling excluded. Moreover, collaboration with the local community agencies strengthen the assistance provided, promoting a culture of personal accountability, analytical thinking, and regard for fellow students.

At Cagayan State University Piat campus, the circulation of information pertaining to student welfare and development programs transpires during campus or college Orientation Programs and the CSU Student Manual, assuring that student, faculty, as well as parents are well-informed. Staff members in these offices are the first point of contact for clients, significantly influencing overall satisfaction with university services. Given that student satisfaction is a key indicator of institutional success, it is imperative for CSU Piat to continually strive for the highest quality of services. By focusing on student feedback, the university can enhance its offerings and foster an environment that supports ongoing improvement and student success. The primary goal of this paper is to determine the satisfaction level of the students through the various support provided by the front-line offices of Cagayan State University.

METHODOLOGY

This research employed the combined approach, bringing together numerical and descriptive approach. The quantitative component allows statistical analysis of satisfaction levels among the students, and the qualitative portion provides richer description of student experience and perceptions towards the Student Affairs Services (SAS) and frontline services offered by CSU Piat. This research was carried out at CSU-Piat Campus within the academic year 2022–2023. The respondents to the study were selected students from all of the colleges in CSU Piat, namely the College of Agriculture, CTE, CCJE and CICS. The research involved a total of 1,198 student respondents. In order to have an equal representation of the different groups—gender, year level, and course of study—a stratified sampling method was used. The primary tools used in the study is the questionnaire devised by the university which aim to gather the clientele satisfaction of the respondents in the different student affairs services of the campus. It was developed and designed by the different campus student development and services coordinator. It also incorporates a Likert scale to gauge students' perceptions and satisfaction levels effectively. Collected data were tabulated and processed statistically using the methods of frequency counts, weighted means, and ANOVA to understand such differences that exist in different levels of satisfaction across different

demographics. Qualitative data from interview and focus group discussions will further undergo thematic analysis to understand what emerges as thematic understanding and significance related to how students experience frontline services and SAS.

RESULTS AND DISCUSSION

Demographic Profile

The table provides an overview of the respondents' profiles in this study encompassing various demographic factors. Among the respondents, 734 students (61.27%) were identified as female, while 464 students (38.73%) were male. In terms of year level, the majority of respondents were in their third year of study, comprising 380 students (31.72%). First-year students accounted for 347 (28.97%), second-year students for 329 (27.46%) and fourth-year students for 142 (11.85%). In terms of academic program, 407 students (33.97%) were enrolled in the Bachelor of Science in Criminal Justice Education, followed by 357 students (29.79%) in the BS Information Technology. Other courses included BS Agriculture (220 students or 18.36%), Bachelor of Secondary Education (125 students or 11.29%), Bachelor of Elementary Education (64 students or 5.34%), and Bachelor of Technology and Livelihood Education (15 students or 1.25%). The civil status of respondents showed that the vast majority were single, with 1,173 students (97.92%). A small portion were married (24 students, 2.00%), and only 1 student (0.08%) identified as a widow.

Regarding birth order, 345 respondents (28.80%) were first-born children, while 309 (25.79%) were second-born. The third-born category included 228 students (19.03%), and 138 respondents (11.52%) were born after the fifth child. Additionally, 107 (8.93%) were fourth-born, and 71 (5.93%) were fifth-born. When examining the number of siblings, 312 respondents (26.04%) reported having two siblings, while 250 (20.87%) had three. Other categories included four siblings (177 students, 14.77%), one sibling (131 students, 10.94%), five siblings (126 students, 10.52%), and six siblings (74 students, 6.18%). Fewer respondents reported having seven (44 students, 3.67%), eight (21 students, 1.75%), nine (10 students, 0.83%), or ten siblings (8 students, 0.67%). Additionally, 40 respondents (3.34%) were solo children, and 3 (0.25%) and 2 (0.17%) reported having eleven and twelve siblings, respectively. In terms of parental income, a significant majority (959 students, 80.05%) reported that their parents earned below 5,000 monthly. Additionally, 188 students (15.69%) had parents earning between 5,001 and 15,000, while 35 (2.92%) fell within the 15,001 to 25,000 range. Only 11 students (0.92%) reported parental earnings of 25,001 to 35,000, and a small number indicated higher incomes: 3 students (0.25%) reported 35,001 to 45,000, and 2 students (0.17%) reported incomes above 45,000. Regarding ethnicity, 853 respondents (71.20%) identified as Ilocano, while 214 (17.86%) were Itawes. Other ethnicities included Tagalog (84 students, 7.01%), Malaweg (19 students, 1.59%), and those belonging to other ethnic groups (26 students, 2.17%). Only 2 respondents (0.17%) identified as Ybanag.

Table 1. Participants Profile

	Variables	N=1198	Freq(%)
Gender	Male	464	38.73
	Female	734	61.27
Year Level	1st	347	28.97
	2nd	329	27.46
	3rd	380	31.72
	4 th	142	11.85
Course	BEED	64	5.34
	BS Agriculture	220	18.36
	BS Criminology	407	33.97
	BSED	135	11.29
	BS Information Technology	357	29.79
	BTLED	15	1.25
Civil Status	Single	1173	97.92
	Married	24	2.00
	Widow	1	0.08
Born Order	1 st	345	28.80
	2 nd	309	25.79
	3 rd	228	19.03
	4 th	107	8.93
	5 th	71	5.93
	More than	138	11.52

Number of Siblings	Solo Child	40	3.34
	1	131	10.94
	2	312	26.04
	3	250	20.87
	4	177	14.77
	5	126	10.52
	6	74	6.18
	7	44	3.67
	8	21	1.75
	9	10	0.83
	10	8	0.67
	11	3	0.25
	12	2	0.17
Income	Below 5,000	959	80.05
	5,001-15,000	188	15.69
	15,001-25,000	35	2.92
	25,001-35,000	11	0.92
	35,001-45,000	3	0.25
	45,001 and above	2	0.17
Ethnicity	Ilocano	853	71.20
	Itawes	214	17.86
	Malaweg	19	1.59
	Tagalog	84	7.01
	Ybanag	2	0.17
	Others	26	2.17

Table 3. Level of Satisfaction Received by Students from Different Frontline Services of CSU Piat

Student Frontline Services	Mean	Descriptive Value
Library Services	3.80	Satisfied
Student Services	3.67	Satisfied
Guidance Service	3.81	Satisfied
Medical and Dental Services	3.78	Satisfied
Registrar Services	3.87	Satisfied
Accounting Services	3.82	Satisfied
Cashiering Services	3.81	Satisfied
Socio Cultural Services	3.65	Satisfied
Sports Services	3.67	Satisfied
Housing Services	3.54	Satisfied
Overall Mean	3.74	Satisfied

Comparison test on the satisfaction level of the participants on the Frontline Services of CSU Piat when Grouped According to Student Demographics

The survey results indicated a significant difference in satisfaction levels among respondents when grouped by year level, with a probability value of 0.0000. The results indicates that students' satisfaction with the various front-line services offered by the campus varies significantly based on their specific needs at different stages of their academic journey. Consequently, it is crucial for the campus to consider these varying needs across year levels to enhance the quality of service provided to students. Research has shown that students in different year levels experience varying challenges and expectations, which can influence their satisfaction with support services (Bean & Eaton, 2001)

Table 4.a. Comparison test on the satisfaction level of the participants on the Frontline Services of CSU Piat when categorized as per year level

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	249922.3	1	249922.3	87.14901	0.0000	4.747225
Within Groups	34413.1	12	2867.758			
Total	284335.4	13				

The probability value of 0.0012 shows a significant variance in levels of satisfaction among respondents for the frontline services of the campus by academic program. This finding indicates that students' satisfaction differs based on the special needs and expectations of their respective courses. Recognizing such differences emphasizes

the need to refine services to cater to diverse student needs efficiently. By making use of these findings, the campus can develop interventions and service enhancements geared to meet specific needs, eventually resulting in increased student satisfaction and educational success (Bean & Eaton, 2001).

Table 4.b. Comparison test on the satisfaction level of the participants on the Frontline Services of CSU Piat when categorized as to academic program

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	143949.3	1	143949.3	16.14254	0.001271	4.60011
Within Groups	124843.4	14	8917.388			
Total	268792.7	15				

Since the probability value is 0.0592, the study indicates that no significant relationship is evident between the degree of satisfaction of participants with the different front-line services and civil status. Although the greater part of participants are unmarried, this variable does not significantly influence their opinion of the front-line services in CSU Piat.

Table 4.c. Comparison test on the satisfaction level of participants on the Frontline Services of CSU Piat when categorized as to civil status

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	361136.5	1	361136.5	4.423206	0.059277	4.844336
Within Groups	898104.8	11	81645.89			
Total	1259241	12				

The ANOVA showed a notable outcome regarding participants satisfaction levels with the different frontline services when categorized by order of birth, with a probability value of 0.0000. This result implies that participants order of birth, strengthens their perceptions of the services they receive from the campus. Findings suggests that birth order can influence individuals' experiences, personal characteristics, and aspirations, which could influence their satisfaction with accessible support services (Frank Sulloway, 1996; Salmon & Daly, 1998). Eldest children might hold greater expectations for guidance and support, whereas younger siblings could manifest more flexibility in exploring available resources due to their different responsibilities within the family (Harris, 1998). Recognizing these patterns can help schools modify their services to successfully address the diverse needs of students based on their birth order, ultimately enhancing overall satisfaction.

Table 4.d. Comparison test on the satisfaction level of participants on the Frontline Services of CSU Piat when categorized as to order of birth

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	143949.3	1	143949.3	32.07864	5.85E-05	4.60011
Within Groups	62823.43	14	4487.388			
Total	206772.7	15				

The probability value of 0.002 demonstrates a significant difference in the participants satisfaction levels in relation to the support services when categorized by the number of siblings. This implies that the number of siblings may influence participants satisfaction, despite the small extent of the difference. Previous studies have revealed that family dynamics, including sibling interaction, can influence personal experiences and expectations (Gonzalez et al., 2012).

Table 4.e. Comparison test on the satisfaction level of the participants on the Frontline Services of CSU Piat when categorized as to number of siblings

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	65846.99	1	65846.99	12.69807	0.002221	4.413873
Within Groups	93340.6	18	5185.589			
Total	159187.6	19				

Given that the probability value is 0.1158, the study indicates no meaningful correlation between participants satisfaction levels with different support services on campus when they are categorized by family earnings. This suggests that participants family earnings do not directly affect their contentment with the support services.

Table 4.f. Comparison test on the satisfaction level of participants on the Frontline Services of CSU Piat when categorized as to family earnings

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	143949.3	1	143949.3	2.810006	0.115857	4.60011
Within Groups	717183.4	14	51227.39			
Total	861132.7	15				

With a probability value of 0.0744, the results indicate that the difference between the two groups is not statistically significant. This implies that respondents' levels of satisfaction do not significantly differ based on ethnicity when assessing the various frontline services on campus.

Table 4.g. Comparison test on the satisfaction level of participants on the Frontline Services of CSU Piat when categorized as to ethnicity.

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	143949.3	1	143949.3	3.71618	0.074424	4.60011
Within Groups	542301.4	14	38735.82			
Total	686250.7	15				

CONCLUSIONS

According to the research findings, the following conclusion can be made:

1. The respondents expressed high satisfaction towards the services of the Student Welfare Office and other frontline services of Cagayan State University Piat, as indicated by a weighted mean satisfaction rating of 4.31.
2. Additionally, gender, year level, academic program, birth order, and the number of siblings are significant factors affecting satisfaction with campus services. In contrast, civil status, income, and ethnicity show no significant correlation.

Recommendations

1. The university should consider the diverse needs of students at different year levels to enhance the quality of services provided, ensuring that support is relevant and effective for each group.
2. It is also advisable for the university to customize its services further to cater to the diverse needs of its student body, fostering an environment that promotes holistic student development and satisfaction.

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