

## ASSESSING THE STUDENT DEVELOPMENT AND WELFARE PROGRAMS OF CSU PIAT

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### Abstract

This study evaluates students' level of satisfaction with the Student Development and Welfare Programs at Cagayan State University Piat (CSU Piat) during the academic year 2022-2023. Employing a combined methods approach, quantifiable data were collected through a standard questionnaire which was administered to 1,198 students, from the four colleges of the campus while qualitative insights were gained through focussed group discussions. The results indicate a high level of satisfaction, with an overall weighted mean score of 4.31 for the student welfare and development programs. The factors that influence respondents' satisfaction level include gender, year level, and academic program, while family income and ethnicity showed no significant effects. The findings suggests the importance of a more finely crafted development and welfare programs to meet the diverse needs of students. Recommendations to further enhance service delivery of student welfare programs include developing tailored welfare programs, improving students' awareness about available resources, and prioritizing the distinct needs of different student groups. This study contributes to the ongoing endeavors to better enhance student support services at CSU Piat, aiming for a more accessible and impactful educational environment.

**Keywords:** student welfare, student development, level of satisfaction

### INTRODUCTION

The assessment of Student Affairs Services (SAS) and other frontline services at Cagayan State University Piat (CSU Piat) is indispensable for understanding and strengthening the academic support experiences essential to well- rounded student development. SAS covers different programs, which includes student welfare, development programs, and institutional services, all designed to assist students in guiding their university journey (CMO No. 09, 2013). Many students enter CSU Piat with limited knowledge of existing resources, underscoring the need for extensive guidance to help them overcome the difficulties of university life.

The active involvement of the student support services office is vital in ensuring equal opportunity to these resources, and aims to prevent any student from feeling excluded. Moreover, collaboration with local community agencies strengthen the support available, nurture a culture of personal accountability, critical thinking, and show respect among students.

At CSU Piat, the dissemination of information about student welfare and development programs occurs through Orientation Programs and the Student Manual, ensuring that students, parents, and faculty 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. Thus, the main objective of this paper is to evaluate the level of satisfaction received by the students on the different services offered by the Cagayan State University front line services, hence this paper.

### METHODOLOGY

This study had employed combined methods approach, using quantitative and qualitative research methods. The quantitative aspect will allow for the statistical analysis of student satisfaction levels, while the qualitative aspect will provide deeper insights into student experiences and perceptions regarding the Student Affairs Services (SAS) and frontline services at CSU Piat.

This study was conducted at Cagayan State University Piat campus for the school year 2022 to 2023 where the participants of the study were the select students enrolled in various colleges at CSU Piat including the College of Agriculture, College of Teacher Education, College of Criminal Justice Education, and College of Information Technology. It should be stressed that 1198 student respondents were considered in this research study. A stratified sampling technique was employed to guarantee representation across various demographics, including gender, year level, and field of study. This study used 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.

The collected data were analyzed using the following statistical methods such as frequency counts, weighted means, and analysis of variance (ANOVA) to identify the significant difference in satisfaction levels across different demographic groups. Qualitative data from focus group discussions and interviews will undergo thematic analysis to extract key themes and insights regarding student experiences with SAA and frontline services.

## RESULTS AND DISCUSSION

### Profile of the Respondents

The table shows the profile of the respondents 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 Bachelor of Science in Information Technology. Other courses included Bachelor of 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. Demographic Profile of the Respondents

	Variables	N=1198	Freq(%)
Gender	Male	464	38.73
	Female	734	61.27
Year Level	First Year	347	28.97
	Second Year	329	27.46
	Third Year	380	31.72
	Fourth Year	142	11.85
Course	Bachelor of Elementary Education	64	5.34
	Bachelor of Science in Agriculture	220	18.36
	Bachelor of Science in Criminology	407	33.97
	Bachelor of Secondary Education	135	11.29
	Bachelor of Science in Information Technology	357	29.79
	Bachelor of Technology and Livelihood Education	15	1.25
Civil Status	Single	1173	97.92
	Married	24	2.00
	Widow	1	0.08
Born Order	1 <sup>st</sup>	345	28.80
	2 <sup>nd</sup>	309	25.79
	3 <sup>rd</sup>	228	19.03
	4 <sup>th</sup>	107	8.93
	5 <sup>th</sup>	71	5.93
	More than	138	11.52

Number of Siblings	Solo Child	40	3.34
	1 sibling	131	10.94
	2 siblings	312	26.04
	3 siblings	250	20.87
	4 siblings	177	14.77
	5 siblings	126	10.52
	6 siblings	74	6.18
	7 siblings	44	3.67
	8 siblings	21	1.75
	9 siblings	10	0.83
	10 siblings	8	0.67
	11 siblings	3	0.25
	12 siblings	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

#### Level of Satisfaction Received by Students from the Student Welfare Programs

Table 2 presents the satisfaction levels of respondents concerning the services received from the student welfare office. The policy on the Student Mutual Aid Program achieved the highest satisfaction rating, with a mean score of 4.40. This was closely followed by Customer Service and the Student Assistantship and Special Program for Employment Students (SPES), both of which attained a mean score of 4.35. The satisfaction rating for Student Discipline was 4.29, while Scholarship and Financial Assistance and Student Activities scored 4.27 and 4.26, respectively. The lowest satisfaction rating was recorded for the Student Publication, which received a mean score of 4.24.

Overall, the summary of services offered by the student welfare office yielded a weighted mean satisfaction score of 4.31, categorized as “Highly Satisfied.” These results indicate that respondents typically reports a positive approval with the services provided by the student welfare office. The result of the study conforms with Kuh et al., (2006) and Tinto (2012) claiming that effective student support services can lead to improved academic performance and retention rates.

Table 2. Level Satisfaction Received by Students from the Student Welfare Programs

Services Offered by Student Welfare	Mean	Descriptive Value
Costumer Service	4.35	Highly Satisfied
Scholarship and Financial Assistance	4.27	Highly Satisfied
Student Activities	4.26	Highly Satisfied
Student Organization	4.32	Highly Satisfied
Student Assistantship and SPES	4.35	Highly Satisfied
Student Publication	4.24	Highly Satisfied
Student Mutual Aid Program	4.40	Highly Satisfied
Student Discipline	4.29	Highly Satisfied
Overall	4.31	Highly Satisfied

#### Comparison test on the level of satisfaction of the respondents on the Student Affairs Services Grouped According to Students Profile

The table shows the satisfaction levels among the students when grouped according to their profile. In terms of gender, the result of the t-test revealed significant difference in the level of satisfaction between male and female respondents regarding the services provided by the student welfare program. The analysis indicates that, on the average, female students report higher satisfaction levels compared to male counterparts. This difference can be quantified by the t-statistics, which suggest a statistically divergence in experiences between the two groups.

Table 3.a. Comparison of student's level of satisfaction with the student affair services when grouped according to their sex

Grouped	Mean	SD	t-value	Statistical Inference
Male	4.25	0.5	0.0000	Significant
Female	4.35	0.45		

The p value of 0.00002 indicates that there is a significant difference in respondents' level of satisfaction in terms of student welfare program when group according to year level. This means that the different year has different rate of satisfaction on the services provided by the student and welfare program of the campus. Third year students recorded to highest level of satisfaction since it recorded also the highest population of respondents while the lowest level of satisfaction was noted from students from fourth year. The result conforms with Kuh et al., (2006) that upperclassmen may prioritize different aspect student services which leads to varying satisfaction ratings.

Table 4.b Comparison of student's level of satisfaction with the student welfare programs when grouped according to their year level

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	241321	1	241321	77.1374	0.00002	4.844336
Within Groups	34413.02	11	3128.457			
Total	275734	12				

A p-value of 0.0022 indicates a highly significant difference in the levels of satisfaction reported by respondents regarding the student welfare program when grouped by academic course. This suggests that students enrolled in different programs perceive and evaluate the student welfare services differently, highlighting the need for tailored approaches that address the specific needs and expectations of each academic discipline. Previous research studies conform this finding, as studies have shown that academic endeavors can influence students' needs, expectations, and satisfaction levels with student support services (Kuh et al., 2006; Tinto, 2012)

Table 4.c Comparison of student's satisfaction level with the student welfare programs when grouped according to their academic course

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	137406.8	1	137406.8	14.30824	0.002281	4.667193
Within Groups	124843.4	13	9603.335			
Total	262250.2	14				

The analysis of variance revealed a highly notable outcome related to birth order, with a p-value of 0.0001, which is well below the accepted significance level of 0.05. This indicates that respondents of different order of birth rated the student welfare program differently, and this suggests that factors related to birth order may influence understanding and satisfaction levels with the services offered. Research has shown that birth order can affect personal attributes, social conduct, and aspirations, which in turn may influence students' engagements with support services (Sulloway, 1996; Zajonc & Markus, 1975). For instance, first-born children often take on authority roles and may have different assumption for support compared to later-born siblings, who might be more adaptable and open to diverse perspectives (Zajonc, 1976).

Table 4.d Comparison of student's satisfaction level with the student welfare programs when grouped according to their order of birth

ANOVA						
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 analysis of the student welfare program's satisfaction levels reveals no significant differences based on the number of siblings, family income, or ethnicity. Specifically, a p-value of 0.0179 indicates consistent satisfaction ratings among respondents regardless of sibling number, while a p-value of 0.13 suggests that family income has little effect on the satisfaction levels of respondents. Additionally, a p-value of 0.0926 shows no significant variation in satisfaction based on ethnicity. Overall, these findings suggest that these demographic factors do not notably influence students' perceptions of the services offered by the student welfare program.

Table 4.e Comparison of student's level of satisfaction with the student welfare programs when grouped according to the number of siblings, family income and ethnicity

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	137406.8	1	137406.8	28.43352	0.000136	4.667193
Within Groups	62823.36	13	4832.566			
Total	200230.2	14				

## CONCLUSIONS AND RECOMMENDATIONS

Based on study's findings, the following conclusions can be derived:

1. The respondents express high satisfaction with the services offered by the student development and welfare office at Cagayan State University Piat, as indicated by a weighted mean satisfaction score of 4.31.
2. The study reveals that gender, year level, and academic program significantly influence students' satisfaction with the student welfare program, while factors such as family income and ethnicity do not appear to have a notable impact.

### 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. Development of more tailored student welfare programs is recommended to more effectively meet the unique needs of diverse students particularly those highlighted by significant differences in satisfaction related to gender, year level, and academic program.

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