SATISFACTION LEVEL OF THE BS INFORMATION TECHNOLOGY PROGRAM SERVICES ITS IMPLICATION TO QUALITY OF STUDENT LIFE

Rommel L. Verecio

Leyte Normal University, Tacloban City, Philippines

ABSTRACT

This study aimed to evaluate the Information Technology Services offered to the BS Information Technology students at Leyte Normal University, Tacloban City. Descriptive survey method was used which involved a questionnaire, interviews, and observations. Two hundred seventy-six (276) students currently enrolled during the first semester of the school year 2017-2018 served as respondents. Results showed that the overall assessment was "moderately satisfied". It implied that university might consider giving more attention and priority by providing the lacking services to develop students be more competitive, competent and successful information technology professionals.

Keywords: Quality of Student Life, Level of Satisfaction, Program Services, BS Information Technology, Social Science Research, Philippines

INTRODUCTION

The Philippine higher education is guided by philosophical orientations that put primacy on pursuit and formation of knowledge, skills, values, and attitudes necessary to make the Filipino a productive member of the society. It is geared towards the pursuit of better quality of life for all Filipinos. Philippine higher education also endeavors to harness productive capacity of the country's human resource base towards international competitiveness. Hence, the quality of life among students is one of its paramount importance.

The phrase 'quality of life' is now widely used, both in academic writing and everyday life. It is one of those taken-for-granted terms, of which we think we know the meaning. Although there will be some common understanding of what is meant by 'quality of life'; we may use the term differently in our private and professional lives. We might anticipate considerable variation in its

meaning for people of different age groups and cultural backgrounds as well as significant gender differences.

The termed Quality of Life is defined as an individual's perceived life satisfaction or general well-being. Essentially it refers to the degree of a person's judgment on the quality of one's overall life that stems from satisfaction and dissatisfaction with areas of life that are important to oneself (Diener, 1985; Nausbaum et. al., 1993; Nordenfelt, 1993; Ren, 2009). Quality of Life has been used in various contexts across many disciplines from health to social sciences. Many researchers have developed QoL specifically for college or university students. Sirgy et. al. (2007) defined it as the overall life satisfaction that students feel at college or university. It measures what university students expect, need and want to focus on students' total experiences at the campus and is not confined to classroom environment only.

Quality of life is gaining more importance due to the role it plays in ensuring expectations of students on every possible aspect of their lives as students at the campus are realized. A measure of the quality of life is not only seen as a platform of providing baselines for students' satisfaction but can assist the management of institutions to identify policies as well as areas and aspects about the students' lives that need attention and require improvements. A good quality university will have the ability to meet students' expectations and definitely will attract more students to enroll.

The Leyte Normal University, Tacloban City, is one of the state universities in Region VIII. It is a training institution in education, arts and sciences, and management and entrepreneurship. As an institution, it is expected to be a catalyst and produced a graduate that has the norms and values of the university as responsible citizens of the Republic of the Philippines. The university offered BS Information Technology (BSIT) program as one of its many undergraduate programs. As part of the on-going efforts to measure the effectiveness of the program and to be continually responsive to the needs of the student, it is on this premise that this study is conducted to survey the quality of life on their level of satisfaction from the different services that the university offered.

Framework of the Study

This study draws from two significant sources of higher education literature. The first is the area of student engagement theory that claims theoretical roots in student development theory (Astin, 1993). Student engagement theory seeks to define quality in higher education regarding student experiences rather than institutional reputation, admission scores, and endowments (Kuh, 2001; NSSE, 2001; Pike 2004).

The second source guiding this study is the area of student satisfaction. Measuring student satisfaction is essential for maintaining and increasing enrollment, managing attrition, and retention problems, and making better-informed decisions (Hallenbeck, 1978; Kowalski, 1977; Pascarella & Terenzini, 1976; Polcyn, 1986; Ripple, 1983). Additionally, student satisfaction data have high utility as a baseline in different types of student outcomes assessment, undertaken by institutions of higher learning. Hence, most universities just like Leyte Normal University which is a public university are struggling to survive amidst ongoing change. Serving students are complicated by new demands to meet regulations and the added burden of reduced resources. This situation inevitably causes great strain. The use of assessment and evaluation is thought to assist organizations in increasing their overall effectiveness. Therefore, it is incumbent upon Leyte Normal University its administrators to collect data on student satisfaction for monitoring the institution's progress in many areas of campus life and student development. By simultaneously assessing satisfaction and perceived importance, the university can determine which areas demand their most significant attention and make decisions that will have an enormous impact on the student experience.

Objectives of the Study

This study was conducted to assess the level of satisfaction of the BS Information Technology students of Leyte Normal University, Tacloban City from the different services that the university offered.

Specifically, this study would answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 gender;
   1.3 year level;
2. What is the level of satisfaction as perceived by the respondents of the following services:
   2.1 Classroom Environment
   2.2 Technology
   2.3 Library Services
   2.4 Coursework
   2.5 Faculty
3. What recommendations can be derived based on the findings of the study?

METHODS

Research Design

The research method used by the researcher in this study was the descriptive method, which involved a questionnaire to determine the level of satisfaction that the students perceived from the different services that the university provides.

Research Procedure

The researcher sought permission from the University President of the Leyte Normal University, Tacloban City. This was done for the determination of samples directly involved in the study and for the distribution of the questionnaires.

Respondents of the Study

This study was confined to all BS Information Technology students currently enrolled at Leyte Normal University, Tacloban City during the first semester of the school year 2017-2018. However, out of 323 expected respondents, there were only 276 who participated the actual survey which is almost 85.44 percent of the entire population.

Data Gathering Instruments

The researcher used surveyed questionnaires as primary data gathering tool for this study. The instrument consists of two parts; the first part is composed of the demographic profile of the respondents, the second part focused on the satisfaction level as perceived by the respondent on the different information technology services. Data collections were done through personal distribution and were given enough time to think about the questions as stated on the questionnaire, thus producing more accurate information period.

Statistical Treatment of Data

Responses from the questionnaires were directly encoded in an excel format. The data were analyzed using the Statistical Package for Social Sciences (SPSS) software – descriptive statistics (frequency counts, percentages, and mean).

Percentages. This was used for the profile of respondents.

$$P = \frac{f}{n} \times 100$$

where:

P = is the percentage

f = is the frequency

n = total responses

The mean of each item in the instrument was determined based on the following formula:

$\overline{x} = \Sigma x / n$

where;

$\overline{x}$ = weighted average

x = score of each respondent

n = number of responses

This was used to determine the respondents' evaluation of the different services in terms of the following indicators such as classroom environment, technology, library services, coursework, and faculty. The qualitative description per indicator was determined using the following scales:

Limits of Scale	Qualitative Description
3.26 – 4.00	Very Satisfied
2.51 – 3.25	Satisfied
1.76 – 2.50	Moderately Satisfied
1.00 – 1.75	Not Satisfied

Figures and tables presentation format followed the American Psychological Association Style (APA Table Guidelines, 2007).

RESULTS AND DISCUSSION

This section presents the results of the study. It deals with the profile of the BS Information Technology students and the level of satisfaction as perceived by the students.

Table 1: Profile of the Respondents

Age	N	%
17-18	81	29.34
19-20	126	45.65
21-22	44	15.95
23-24	25	9.06
Total	276	100.00
Gender		
Female	144	52.17
Male	132	47.83
Total	276	100.00
Year Level		
First	47	17.02
Second	50	18.11
Third	104	37.69
Fourth	75	27.18
Total	144	100.00

The data shown in Table 1 contains the profile of BSIT students which consist of age, gender and year level.

Age. The most number of respondents as shown in the table were 19-20 years old (45.65%; n=126), came next is 17 -18 years old (29.34%, n=81), this was followed with 21-22 years old (15.95%, n=44), while 23-24 years old represent the smallest portion of the sample (9.06%, n=6).

Gender. The data disclosed that female respondents dominate having (52.17%; n=144) and male which has (47.83%; n=132) from 276 respondents.

Year Graduated. The data showed that most respondents were on the third year level having (37.69%; n=104), fourth year level (27.18%; n=75), second year level (18.11%; n=50) and the smallest is in the first year level (17.02%; n=47).

Table 2: Distribution of Respondents by Satisfaction Level

Indicators	n	Mean	Interpretation
Classroom Environment	276	2.27	Moderately Satisfied
Technology	276	2.53	Satisfied
Library Services	276	2.43	Moderately Satisfied
Coursework	276	2.29	Moderately Satisfied
Faculty	276	2.55	Satisfied
Overall Satisfaction	276	2.41	Moderately Satisfied

The data presented in Table 2 showed that respondents expressed themselves as Moderately Satisfied with a mean of (n=276; M=2.27) on *classroom environment services* which includes (location, seating, proper lighting, class size, classroom technology and classroom atmosphere). The Technology Services which has a mean of (n=276; M=2.53), respondents expressed themselves as Satisfied this includes (availability in the computer labs, the quality of computer systems, availability and quality of printers, availability and quality of LCD projectors, availability of internet connectivity and availability of wireless network). Regarding Library Services the respondents expressed themselves as Moderately Satisfied with a mean of (n=276; M=2.43) which includes (library overall, library staff, how the library is organized, library reference section, reserve desk and availability of materials). Moreover, in Coursework the respondents expressed themselves as Moderately Satisfied with a mean of (n=276; M=2.29) which includes (curriculum design, course content/syllabus, overall workload (lectures, lab exercises, assignments) and level of difficulty). Moreover, in terms of Faculty Services, the respondents expressed themselves as Satisfied with a mean of (n=276; M=2.55) which includes (faculty professionalism, faculty commitment, knowledge of subject, teaching for independent learning and management of learning). Further, respondents expressed themselves as Moderately Satisfied on their evaluation of the overall information technology services with a mean of (n=276, M=2.41). The data imply that at some point students are satisfied with their educational experiences even in situations where there is clear evidence that the university is not performing up to student's expectations. Hence, the university must give more attention to the lacking services for the welfare of the students. This exerted efforts will help students to be more competent, competitive and successful information technology professionals.

CONCLUSIONS

Based on the findings of the study, the researcher believed that the information technology services offered are effective having been evaluated as moderately satisfied expressed by the students. However, despite its effectiveness, there are some flaws which in turn an opportunity to further strengthen and improved for the benefits of its students to be at par with other

universities in the Philippines and abroad, be more competent, competitive and successful information technology professionals.

RECOMMENDATIONS

In relation to the foregoing findings and conclusion drawn, the researcher formulated the following recommendations:

1. Since budget allocation is available, acquisition of books and other library materials may be regularly and continuously made by the librarian and to maintain the quality of the collection, the library personnel may consistently consider in acquiring five (5) copies of books per title for references not as textbook.

2. The library staff may update the card catalog, periodical index, shelf list and vertical file records for its user's easy access and convenience. Doing so facilitates effective backing up of the Online Public Access Catalogue and Inventory in times of power shortage.

3. The IT personnel may prioritize the migration of records from ATHENA to FOLLETTE software to make the serials control operational. Likewise, the periodical librarian may integrate the Periodical index for easy access and retrieval of the materials.

4. Laboratory rooms must be well equipped with sufficient high-end facilities and equipment to provide the needs of the students for conducive learning.

5. The university may consider purchasing of licensed software to be installed in the computer laboratory.

6. Exclusive high-speed internet connection BSIT computer laboratory may be considered since most of the activities, projects, mode of instructions and the like requires high-speed internet connection.

AUTHOR INFORMATION

Rommel Lagutan Verecio has completed BS Computer Science, MS Information Technology and Doctor of Management in Human Resource Management. Presently, he is connected at Leyte Normal University, Tacloban City as the Chair of the Information Technology & Computer Education Unit. E-mail: rlverecio@lnu.edu.ph.

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