Assessment of the Student Satisfaction on the Consultation Program

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ABSTRACT

Understanding student satisfaction with the student services of the department can be useful for higher education institutions in identifying their strengths, and, as well as areas that could be improved. This study determined the customer satisfaction of the consultation program on the College of Hotel and Restaurant Management of University of Cebu-Lapu Lapu and Mandaue, Cebu City, Philippines. This study utilized the descriptive method and weighted mean for summarizing data and used a researcher-made questionnaire. Respondents who had been referred to the program were randomly selected from all year levels. Findings revealed that the overall result on the customer satisfaction was satisfactory. It shows that the consultation program is effective in guiding students who have academic and personal problems. This study also revealed that the faculty as a counselor display willingness in accommodating the students and helpful in giving them advice. It is evident that the program contributed to the

existence of the student in leading the right way and is solving problems. With this, the program should be continued so that the students will have a proper venue they can discuss and express their problems and concerns.

INTRODUCTION

Students are considered as the stakeholders of the school. They are the reasons why institutions exist. As the number of stakeholder increases, the behavior of the student is becoming uncontrollable resulting to conflict and chaos. The teacher/faculty in the classroom cannot govern all student activities inside the classroom due to class size. The learnings of the student will also be affected due to the circumstances pertaining to the problem and the concerns that arise. Even though the institution has its own policy in controlling the behavior and the activities of the student, we cannot deny the fact that students' behavior is uncontrollable.

The education sector is evolving very rapidly all over the world in recent years. Globalization and the digital revolution have created a demand for new and varied disciplines in education. The cost of education has gone up manifold due to better teaching methodologies and learning facilities with rising inflation worldwide. Aldridge, and Rowley (1998) articulate that according to students' point of view, good quality education provides better learning opportunities and opined that the level of satisfaction or dissatisfaction strongly affects students' success or failure in learning. Deshields, Kara, and Kaynak (2005) stated that higher education institutions are focusing on identifying and satisfying the needs and expectations of their students. Such factors include student academic achievement, faculty performance, classroom environment, learning facilities and institution reputation.

According to Abbasi, Malik, & Imdadulla (2011), student satisfaction has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival by higher education institutions. This is evident from the fact that the impact of educational services provided by the university on the satisfaction level of its students has largely been an area that remains unexplored. Understanding student satisfaction with their student services department can be useful for higher education institutions.
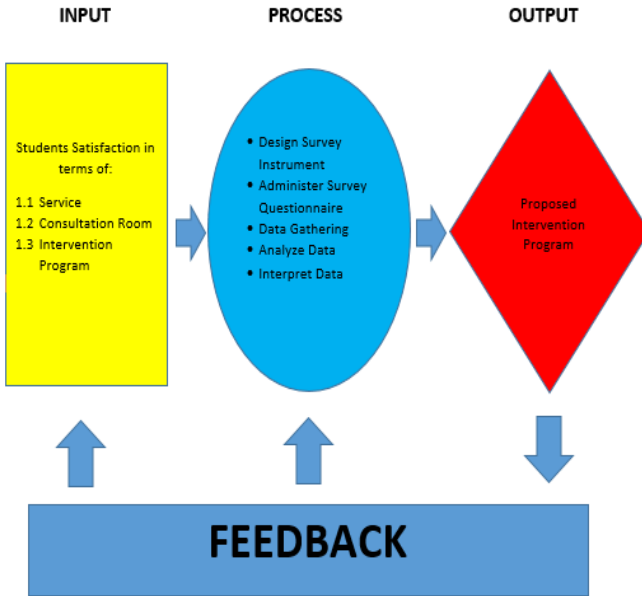
FRAMEWORK

Figure 1. Research Framework

The framework presented above depicts the process that begins with the identification of the inputs. There are three (3) major variables identified to limit the scope of this research. These three (3) variables include the service, consultation room, and intervention program. These variables will serve as the focus areas to determine student satisfaction with the consultation program.

OBJECTIVES OF THE STUDY

This study sought to assess the student satisfaction of the consultation program in the College of Hotel and Restaurant Management of University of Cebu-Lapu Lapu and Mandaue, Cebu City, Philippines. The study aimed to delve further on how the students are satisfied based on the services offered by the department.

METHODOLOGY

This study utilized the descriptive survey method in identifying the satisfaction of the Hotel and Restaurant Management students on the consultation program and used weighted mean as the statistical tool in the treatment of the data. The instrument used to gather data was a researcher-made questionnaire. There were 94 respondents who were randomly selected from the first year to fourth-year level who experienced the consultation program.

RESULTS AND DISCUSSION

Table 1. Student Satisfaction on Service

SERVICE	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. Procedures on consultation programs/services were provided with clarity.	2.46	Very Satisfied
2. Student was accommodated properly with the faculty as a counselor for consultation.	2.44	Very Satisfied
3. Student was provided with a safe place to talk about the problems/concerns	2.37	Very Satisfied
4. Student was given time to talk the problem/ concerns	2.36	Very Satisfied
5. Student concern was address properly by the faculty as counselor	2.51	Very Satisfied
6. The faculty as a counselor showed empathy to the student in the course of discussion	2.54	Very Satisfied
7. Advice from faculty as a counselor was provided with clear idea	2.39	Very Satisfied
8. Problems/concerns are treated with utmost confidentiality	2.40	Very Satisfied
Section Mean	2.43	Very Satisfied

Table 1 shows that the services offered by the faculty as a counselor to the student marked very satisfactory. This means that the faculty allocated time to the students if someone will approach them to talk about concerns as well as if someone needs advice. This is an indication that the students who experienced the consultation program were accommodated well and the concern that is being brought up was addressed properly. Feldman, and Newcomb (1969), and Pascarella, and Terenzini (1991) have explored the relationship between

student learning experiences and their development, and satisfaction. Based on the studies of Pascarella, and Terenzini (1991), and Umbach, and Porter (2002), intellectual and personal developments are among key satisfaction outcomes of educational institutions. Moreover, they found variables like faculty contact with students had a significant impact on student satisfaction. Some other authors like Bigne, Moliner, and Sanchez (2003), Ham, and Hayduk (2003) and Elliot and Shin (2002) have reported a significant relationship between service quality, i.e., service reliability, responsiveness, empathy, assurance, tangibility, etc. and satisfaction in higher education settings. Spreng, and Mackoy (1996) reported that perceived service quality is an antecedent to satisfaction.

Table 2. Student Satisfaction on Consultation Room

CONSULTATION ROOM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. Consultation room is clean	2.47	Very Satisfied
2. Consultation room is properly ventilated and lighted.	2.43	Very Satisfied
3. Problem/concern are secured to discuss inside the consultation room	2.44	Very Satisfied
4. Discussions inside the consultation room were not be heard by others	2.36	Very Satisfied
5. Consultation room provides privacy for the student and the faculty as counselor	2.49	Very Satisfied
Section Mean	2.44	Very Satisfied

Table 2 revealed that the consultation room for the student of the hotel and management found a very satisfactory result. It is evident that the area for consultation is a right avenue for a conference in which students were given privacy to talk about concerns and problems. It means that the students who underwent consultation were treated with utmost confidentiality in discussing their concern/s. Keaveney, and Young (1997) have presented the students' satisfaction and retention model. According to this model, faculty, advising staff, and classroom facilities normally shape students' practical college experience and, therefore, considered key satisfaction and retention components. Numerous studies have addressed the issue of service quality and student satisfaction. A study conducted by Fitri, Ilias, Abd Rehman and Abd Razak (2008) have observed service quality dimension, i.e., tangibility, responsiveness, reliability, assurance, and empathy as positive contributors towards student satisfaction.

Table 3. Student Satisfaction on Intervention Program

INTERVENTION PROGRAM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. Individual Tutorial Service was facilitated with the student concerned	2.41	Very Satisfied
2. Seminar on personality development was conducted to identify student who had concerns about behavior.	2.39	Very Satisfied
3. English communication workshop was conducted among the students with difficulty in expressing their thought/idea.	2.45	Very Satisfied
4. Hospitality Customer Service Workshop was conducted to the concerned students.	2.47	Very Satisfied
5. Exposed concerned students to different co and extra-curricular activities to boost their self-confidence.	2.36	Very Satisfied
Section Mean	2.42	Very Satisfied

Table 3 shows the result of the intervention program for the consultation of the college of HRM. As it is reflected in the table, students are very satisfied with the program. This means that the students who have concern/s or problem were given a solution and enlightenment. Thus, the students were given a follow up about the subject matter on the progress of the concern/s or problem. It is an indication that the consultation plays a vital role in helping students who have problems or concerns so that they will have an avenue to share and talk about issues that matter. Kotler, Lane, Koshy, and Jha (2009) define that satisfaction as 'a person's feeling of delight is a result from comparing a product's perceived performance to their expectation'. It means that it suits the desires of the customer. Carey, Cambiano, and De Vore (2002) stressed that satisfaction covers issues of students' perception and experiences during their academic years.

CONCLUSIONS

This study found out that the overall result on the customer satisfaction for the consultation program marked "very satisfactory." This is an indication that the program offered to the stakeholder is very effective. It is shown that the consultation program is efficient in guiding the students who had a problem or concern. It is evident that the program contributed to the existence of the student in directing the right way in solving the problems or concerns that they

had. With this, the program should be continued and maintained so that the students will have an extension or a place in which they can discuss and express their difficulties. It will somehow build a good rapport between the student and the faculty as a counselor since the student will not be ashamed in sharing their concerns.

TRANSLATIONAL RESEARCH

The result of the study could be translated through a journal article for international publications and other media for information dissemination only. Additionally, both the external and internal stakeholders might be able to translate it into a more comprehensive policy and enhanced intervention program that could increase the interest of prospective stakeholders and professionals towards further studies. Finally, it can be translated by sharing this with present and future departmental policies to clarify the governing rules in the university.

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