Customer Satisfaction of Students with Front-Line Service Delivery at a Private Higher Institution in Cavite, Philippines

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ABSTRACT

This study investigates student satisfaction with frontline service delivery at San Sebastian College-Recoletos de Cavite (SSC-R), recognizing the critical role of service providers in enhancing student experiences. The primary aim is to assess the level of satisfaction among students, identify challenges faced by frontline staff, and evaluate existing support strategies to recommend evidence-based approaches for improvement. Employing a mixed-methods research design, the study combines descriptive and evaluative methods, utilizing an online survey questionnaire to gather data from senior high school and college students, as well as frontline service staff across ten service offices. The findings reveal that students generally express satisfaction with the quality of services, particularly in terms of timeliness, quality, efficiency, and adequacy. However, senior high school students reported higher satisfaction levels compared to their college counterparts. The study identifies significant challenges faced by frontline staff, including data fragmentation, diverse student needs, and a demanding work environment. In conclusion, the research highlights the necessity for targeted

interventions to bridge the satisfaction gap, improve staff effectiveness, and foster a culture of continuous improvement, ultimately enhancing the overall student experience at SSC-R.

INTRODUCTION

Customer satisfaction is paramount for higher education institutions in the current competitive landscape (Drucker, 2009; Kotler & Lee, 2008). It goes beyond just students and encompasses carried stakeholders such as parents, alumni, and other individuals interacting with frontline services like admissions, registrations, student support, and financial aid. These interactions greatly influence their perceptions of loyalty toward an institution (Dugenio-Nadela et al., 2023).

Acknowledging that service providers hold a vital position in shaping positive experiences for customers while catering to individual needs would resultantly lead to increased engagement, satisfaction, and overall success for academic bodies treating students as valued clients worthy of outstanding service provisions (Dugenio-Nadela et al., 2023).

Despite existing research on student satisfaction in higher education, there is a dearth of studies specifically focusing on frontline service satisfaction at San Sebastian College-Recoletos de Cavite (SSC-R). Additionally, there is a lack of understanding regarding the challenges faced by frontline staff in delivering exceptional services. This study addresses these gaps by providing evidence-based approaches to support and motivate frontline staff.

The study aims to contribute to understanding student satisfaction and frontline service delivery at SSC-R. It will assess student satisfaction, identify challenges faced by frontline staff, evaluate existing support strategies, and recommend evidence-based approaches to improve service delivery. By addressing these gaps, the study seeks to enhance student satisfaction and improve the overall user experience at SSC-R.

OBJECTIVES OF THE STUDY

This study determines the satisfaction of students on the frontline services of San Sebastian College Recoletos de Cavite. Specifically, it aims to (1) determine the level of student satisfaction with the frontline services of San Sebastian College Recoletos de Cavite in terms of Timeliness, Quality, Efficiency, and Adequacy, (2) identify the difficulties encountered by frontline service providers at San Sebastian College Recoletos de Cavite in delivering exceptional services, and (3) explore the best practices and strategies implemented to support and motivate frontline service delivery personnel in overcoming challenges.

METHODOLOGY

Research Design

This study explores the level of satisfaction among students regarding the frontline services at SSC-R. It employs a mixed-methods approach, combining descriptive and evaluative methods. Descriptive component, this section will profile the respondents, the senior high school students across three strands and the college students across sixteen programs, and calculate the average level of satisfaction they experienced with various frontline services.

Furthermore, descriptive research will be employed to determine the current best practices and strategies of ten frontline service providers. This research method was used to describe the challenges and difficulties encountered by frontline service providers at San Sebastian College Recoletos de Cavite in their efforts to provide exceptional services.

Research Site

This study was conducted at 10 front-line service offices of San Sebastian College Recoletos de Cavite, targeting both heads and staff. The objective was to investigate current practices, as well as the issues and challenges they face. An online survey questionnaire was utilized to collect data from both students (from both College and Senior High School) and front-line staff. The questionnaire was developed based on existing research on service quality, aligning with the study's goals and parameters.

Respondents

The primary respondents of the study were senior high school students of three strands and the college students with sixteen programs. Statistically, to better classify the respondents according to categories, stratified sampling was used. Stratification is the process of dividing members of the population into homogeneous subgroups before sampling. The strata should be mutually exclusive: every element in the population must be assigned to only one stratum This study consider key personnel of ten frontline service providers to determine the existing best practices, strategies, issues and challenges that they experienced.

Instrumentation

Survey questionnaire were used as a research instrument in this study; it was constructed based on relevance to the goals of this study, it was constructed to compose the following: (1) Checklist, to get data on issues and challenges encountered by Heads and staffs of different offices in the institution. (2) Rating scale was used in determining the level of satisfaction of the students on the different frontline services in terms of, timeliness, quality, efficiency and adequacy of their services. Rating scale will also be used to determine the data concerning the current best practices and strategies for ensuring quality service at SSC-R.

Validation of Instruments

The survey instrument about the current best practices, the issues and challenges of key personnel of different offices, and the satisfaction of the students on the different frontline services in terms of timeliness, quality, efficiency, and adequacy of ten services are using Cronbach's Alpha to determine if the scale has acceptable internal consistency or reliability—the rule of thumb for interpreting alpha for questions with two possible answers or Likert scale questions.

Data Analysis

The researcher used a combination of descriptive and inferential statistics to analyze the collected data. Descriptive statistics will be used to summarize and describe the key characteristics of the data, such as the frequencies and central tendencies. For inferential statistics, chi-square tests will investigate the potential associations between categorical variables such as student satisfaction and type of service provider. On the other hand, Statistical Package for the Social Sciences (SPSS) will be utilized to analyze the gathered data.

Research Ethics Protocol

Before data collection, the College Dean, Program Heads, Principal of Senior High Schools, and all participants will receive a comprehensive informed consent document. This document will clearly explain the purpose of the study, the importance of their participation, their right to withdraw at any time, and how their anonymity and confidentiality will be protected. Participation will be entirely voluntary, and no pressure will be exerted on anyone to participate.

RESULTS AND DISCUSSION

Profile of Students

The client respondents were students from senior high schools and colleges. As Table 1 shows, out of 769 student participants, 43% (312) were from senior high school and 57% (438) were college students. There was a significant gender difference in response rates, with females being more active participants (54.2% or 419 respondents) than males (17.9% or 318 respondents). This aligns with research by Becker (2022), who found that females are generally more likely to respond to surveys than males.

On the same table, the largest group among the 769 respondents were students in the STEM strand from senior high school, with 221 respondents, followed by those enrolled in BS Nursing programs, with 108 respondents. The result denotes that the majority of the student clients were coming from the STEM strand and BS nursing program since these two have the highest number of students enrolled.

Table 1
Profile of Students

	Variables	Frequency	Percentage
	Female	416	54.2
Gender	Male	318	17.9
	Prepared not to Say	34	4.4
Level	Senior High School	334	43.4
	College	435	56.6
Strand	STEM	221	71.5
	ABM	62	20.1
	HUMSS	26	8.4
Course	BSCPE	48	11
	BSECE	36	8.3
	BSIE	38	8.7
	BSIT	14	3.2
	BSMA	13	3
	BCCRIM	39	8.9
	BSN	108	24.8
	BSA	14	3.2
	BSBAFM	52	11.9
	BSBAMM	46	10.6
	BSHM	17	3.9
	BSTM	10	2.3
Year Level	First Year	143	32.8
	Second Year	122	28
	Third Year	104	23.9
	Fourth Year	66	15.1

Table 2
Level of Satisfaction with Students Development & Placement Center (SDPC)

Category	College		SHS	
Students Development & Placement Center (SDPC)	WM	Description	WM	Description
Quality of care and attention given by Assistant Staff	4.07	Satisfied	4.28	Very Satisfied
Clarity of policies and programs	4.04	Satisfied	4.29	Very Satisfied
Promptness of service(speed)	4.00	Satisfied	4.22	Very Satisfied
Neatness and orderliness of the office	4.13	Satisfied	4.31	Very Satisfied

Professional handling of students' records	4.12	Satisfied	4.31	Very Satisfied
Student development sessions	4.08	Satisfied	4.25	Very Satisfied
Administration & Interpretation of psychological tests	4.08	Satisfied	4.32	Very Satisfied
Guidance and counseling	4.09	Satisfied	4.29	Very Satisfied
Response to online inquiries	3.99	Satisfied	4.25	Very Satisfied
Overall Weighted Mean	4.06	Satisfied	4.28	Very Satisfied

Legend: 4.21-5.00 Very Satisfied; 3.41-4.20 Satisfied; 2.61-3.40 Somewhat Satisfied; 1.81-2.60 Somewhat Dissatisfied; 1:00-1:80 Not Satisfied at all

Table 2 presents the level of student satisfaction with the services offered by the Students Development and Placement Center (SDPC). The data indicates that both senior high school and college students reported high levels of satisfaction, with overall weighted means of 4.06 and 4.28, respectively. The data suggests that students were generally positive about the services provided by the SDPC across all measured areas. However, the results also indicate that senior high school (SHS) students reported higher satisfaction than college students.

Table 3

Level of Satisfaction with Registrar Office

Category	College		SHS	
Registrar's Office	WM	Description	WM	Description
Quality of care and attention given by staff	3.7	Satisfied	4.15	Satisfied
Neatness and orderliness of the office	3.88	Satisfied	4.21	Very Satisfied
Promptness of service (speed)	3.77	Satisfied	4.06	Satisfied
Clarity of policies	3.83	Satisfied	4.19	Satisfied
Accuracy of information about students	3.90	Satisfied	4.19	Satisfied
Processing of application for graduation	3.81	Satisfied	4.16	Satisfied
Evaluation services	3.84	Satisfied	4.19	Satisfied
Professional handling of students' records	3.87	Satisfied	4.18	Satisfied
Response to online inquiries	3.69	Satisfied	4.11	Satisfied
Overall Weighted Mean	3.81	Satisfied	4.16	Satisfied

Table 3 presents the student satisfaction level with the services provided by the Registrar's Office. The data reveals that both senior high school and college students expressed satisfaction, with overall weighted means of 3.81 and 4.16, respectively. While these scores suggest a generally positive perception,

analyzing the distribution of responses for each item is important to gain a more comprehensive understanding of student satisfaction.

Table 4 shows students' satisfaction level with the services provided by the deans and principals' offices. As shown in the table, both senior high school and college students were very satisfied with the overall services provided by the offices, with weighted means of 4.22 and 4.42, respectively. Students reported high satisfaction with all aspects of service except for promptness of service (speed) and response to online queries for college students, which received a satisfactory rating. This suggests that overall, students are satisfied with the services provided by the deans and principals' offices.

Table 4
Level of Satisfaction with Dean's and Principal's office

Category	College		SHS	
Dean's/Principal's Office	WM	Description	WM	Description
Neatness and orderliness of the office	4.26	Very Satisfied	4.43	Very Satisfied
Consultation services	4.24	Very Satisfied	4.41	Very Satisfied
Professional handling of students' records	4.25	Very Satisfied	4.45	Very Satisfied
Clarity of policies	4.22	Very Satisfied	4.44	Very Satisfied
Reasonableness of policies	4.23	Very Satisfied	4.43	Very Satisfied
Quality of care and attention given by office staff	4.24	Very Satisfied	4.42	Very Satisfied
Quality of care and attention given by the Dean and Employees	4.22	Very Satisfied	4.44	Very Satisfied
Promptness of service (speed)	4.19	Satisfied	4.42	Very Satisfied
Response to online queries	4.16	Satisfied	4.39	Very Satisfied
Overall Weighted Mean	4.22	Very Satisfied	4.42	Very Satisfied

However, Table 5 shows that senior high school students (4.37, Very Satisfied) reported higher satisfaction with Student Affairs services compared to college students (4.17, Satisfied). While this suggests generally positive experiences, a discrepancy exists between the two groups. This finding aligns with research on student satisfaction in higher education, where understanding the specific needs of diverse student populations is crucial (Pascarella & Terenzini, 1991). Further investigation of the reasons for college students' satisfaction can help improve the services offered by Student Affairs.

Table 5
Level of Satisfaction with Student Affairs office

Category STUDENT AFFAIRS OFFICE	College		SHS	
	WM	Description	WM	Description
Neatness and orderliness of the office	4.22	Very Satisfied	4.41	Very Satisfied
Promptness of service (speed)	4.15	Satisfied	4.35	Very Satisfied
Quality of care and attention given by Staff	4.2	Satisfied	4.41	Very Satisfied
Reasonableness of policies	4.16	Satisfied	4.38	Very Satisfied
Complaints procedures	4.15	Satisfied	4.35	Very Satisfied
Professional handling of students' records	4.18	Satisfied	4.38	Very Satisfied
Counseling service	4.17	Satisfied	4.37	Very Satisfied
Disciplinary policies and procedures	4.20	Satisfied	4.36	Very Satisfied
Student manual	4.15	Satisfied	4.32	Very Satisfied
Response to online inquiries	4.13	Satisfied	4.37	Very Satisfied
Overall Weighted Mean	4.17	Satisfied	4.37	Very Satisfied

Table 6
Level of Satisfaction with Medical Clinic

Category MEDICAL CLINIC	College		SHS	
	WM	Description	WM	Description
Online Consultation service	4.07	Satisfied	4.3	Very Satisfied
First aid Treatment online assistance	4.15	Satisfied	4.34	Very Satisfied
Online Accessibility	4.09	Satisfied	4.24	Very Satisfied
Clarity of care and attention given by employees/Staff	4.18	Satisfied	4.35	Very Satisfied
Promptness of service(speed) by the nurse/doctor	4.18	Satisfied	4.34	Very Satisfied
Neatness and orderliness of the clinic	4.22	Very Satisfied	4.44	Very Satisfied
Impose the minimum health and safety protocols in the campus	4.17	Satisfied	4.39	Very Satisfied
Response to online inquiries	4.09	Satisfied	4.29	Very Satisfied
Overall Weighted Mean	4.14	Satisfied	4.33	Very Satisfied

Table 6 shows that senior high school students (4.33, Very Satisfied) reported higher satisfaction with the medical clinic's services compared to college students (4.14, Satisfied). While this suggests overall satisfaction, there's also a difference in perception between the two groups. This finding aligns with research on student health services, which highlights the importance of addressing wait times and ensuring students, feel their needs are met during appointments (American College Health Association, 2023).

Table 7
Level of Satisfaction with Service of Dental Clinic

Category	College		SHS	
DENTAL CLINIC	WM	Description	WM	Description
Neatness and orderliness of the dental clinic	3.98	Satisfied	4.28	Very Satisfied
Promptness of service (speed) by the dentist	3.94	Satisfied	4.25	Very Satisfied
Reasonableness of policies	3.97	Satisfied	4.25	Very Satisfied
Quality of care and attention given by dentist	3.97	Satisfied	4.26	Very Satisfied
Service extension Accessible through online	3.91	Satisfied	4.22	Very Satisfied
Online Consultation service	3.90	Satisfied	4.19	Satisfied
Response to online inquiries	3.90	Satisfied	4.19	Satisfied
Overall Weighted Mean	3.93	Satisfied	4.23	Very Satisfied

Table 7 shows that senior high school students (4.23, Very Satisfied) reported higher satisfaction with the dental clinic's services compared to college students (3.93, Satisfied). This difference in satisfaction highlights the need to investigate college students' specific needs and experiences. Research suggests a positive correlation between student satisfaction with healthcare services and their overall well-being (American College Health Association, 2023). In line with student suggestions, incorporating regular dental checkups and cleanings could be an impactful improvement.

The table 8 shows that senior high school students with 4.33 mean satisfaction rating were very satisfied with the safety and security services compared to college students with 4.10 mean satisfaction rating. While this suggests overall satisfaction with the services, there's also an indication that college students have a slightly lower satisfaction level compare to SHS students. This finding aligns with research by Elliott and Shin (2002) who found a positive correlation between student satisfaction and service quality, implying areas for improvement

in services provided to college students.

Table 8
Level of Satisfaction with Safety and Security Service

Category	College		SHS	
Safety and Security Service	WM	Description	WM	Description
Neatness and orderliness of the security guards' work area	4.12	Satisfied	4.37	Very Satisfied
Promptness of service(speed)	4.1	Satisfied	4.35	Very Satisfied
Reasonableness of policies	4.08	Satisfied	4.28	Very Satisfied
Clarity of safety and security policies	4.11	Satisfied	4.33	Very Satisfied
Quality of care and attention given by security guards	4.11	Satisfied	4.34	Very Satisfied
Adequacy of safety and security signage	4.11	Satisfied	4.35	Very Satisfied
Disaster preparedness exercises(orientation and drills)	4.08	Satisfied	4.3	Very Satisfied
Enforcement of safety and security policies	4.13	Satisfied	4.34	Very Satisfied
Overall Weighted Mean	4.10	Satisfied	4.33	Very Satisfied

Table 9
Level of Satisfaction with Accounting and Cashier Office

Category	College		SHS	
Acconting/Cashier Office	WM	Description	WM	Description
Neatness and orderliness of the office	4.24	Very Satisfied	4.4	Very Satisfied
Payment process	4.22	Very Satisfied	4.35	Very Satisfied
Opportunities to feedback on financial matters	4.18	Satisfied	4.38	Very Satisfied
Issuance of Students' promissory note	4.15	Satisfied	4.35	Very Satisfied

Clarity of policies	4.20	Satisfied	4.37	Very Satisfied
Reasonableness of policies	4.19	Satisfied	4.38	Very Satisfied
Quality of care and attention given by the employees/Staff	4.20	Very Satisfied	4.38	Very Satisfied
Promptness of service(speed)	4.16	Satisfied	4.34	Very Satisfied
Response to online inquiries	4.14	Satisfied	4.31	Very Satisfied
Overall Weighted Mean	4.18	Satisfied	4.36	Very Satisfied

The table 9 shows that senior high school students with 4.36 mean satisfaction rating were more satisfied with the accounting and cashier services compared to college students with 4.18 mean satisfaction rating. This suggests that while there is overall satisfaction, there's also a difference in perception between the two groups. This finding aligns with research on service quality in higher education, where meeting the specific needs of diverse student populations is crucial.

While, table 10 shows that senior high school students with 4.35 mean satisfaction rating were more satisfied with the services provided by the Center of Information and Communication Technology Office (CICT) compared to college students with 4.15 mean satisfaction rating. This suggests that while there is overall satisfaction, difference in satisfaction highlights the need to understand college students' specific needs regarding IT services. Research suggests that student satisfaction with technology services is positively correlated with their academic performance and overall success (Junco & Cotton, 2012). By gathering feedback from college students and addressing any identified gaps in service, the CICT can improve student satisfaction and potentially enhance academic outcomes.

Table 10

Level of Satisfaction with Center Of Information and Communication Technology Office (CICT)

Category	College		SHS	
Center Of Information and Communication Technology Office (CICT)	WM	Description	WM	Description
Neatness and orderliness of the office	4.18	Satisfied	4.38	Very Satisfied
Promptness of service(speed)	4.15	Satisfied	4.36	Very Satisfied
Quality of care and attention given by the employees/Staff	4.19	Satisfied	4.38	Very Satisfied
Access of grades via SSCR portal	4.16	Satisfied	4.34	Very Satisfied

Issuance of computerized study load	4.16	Satisfied	4.35	Very Satisfied
Clarity of policies	4.16	Satisfied	4.35	Very Satisfied
Quick response to SSCR portal concern	4.13	Satisfied	4.32	Very Satisfied
Response to online inquiries	4.13	Satisfied	4.32	Very Satisfied
Overall Weighted Mean	4.15	Satisfied	4.35	Very Satisfied

Table 11

Level of Satisfaction with Bookstore

| Category | College | | SHS | |
Bookstore	WM	Description	WM	Description
Quality of care and attention given by the employees/Staff	4.16	Satisfied	4.34	Very Satisfied
Neatness and orderliness of the area	4.15	Satisfied	4.35	Very Satisfied
Promptness of service (speed)	4.08	Satisfied	4.29	Very Satisfied
Reasonableness of Policies	4.13	Satisfied	4.34	Very Satisfied
Clarity of policies	4.14	Satisfied	4.34	Very Satisfied
Service hours	4.07	Satisfied	4.28	Very Satisfied
Product availability	4.05	Satisfied	4.3	Very Satisfied
Price of books and other items	3.89	Satisfied	4.25	Very Satisfied
Overall Weighted Mean	4.08	Satisfied	4.31	Very Satisfied

Table 11 shows that senior high school students with 4.31 mean satisfaction rating were more satisfied with the bookstore's services compared to college students with 4.08 mean satisfaction rating. While this suggests overall satisfaction, there's also an indication that college students have a slightly lower satisfaction level. This finding aligns with research by Cronin and Brady (2000) who found a positive correlation between student satisfaction and service quality, implying areas for improvement in services provided by the bookstore to college students.

Profile of Staff and Heads of the Frontline Offices

Table 12 presents the staff and headcount profile at SSCR, categorized by gender and length of service. The data reveals a slight majority of female staff (n = 15, 62.5%) compared to males (n = 9, 37.5%).

In terms of length of service, half of the staff (n = 12, 50%) have been with SSCR for 1 to 5 years. Another quarter (n = 6, 25%) have served between 6 and 10 years. The remaining staff is more evenly distributed across service bands: 4.2% (n = 1) for both 11-15 years and 16-20 years, and 12.5% (n = 3) for 21-25 years.

Table 12

Profile of Staffs and Heads of Frontline Offices

Category	Frequency (n=24)	Percent
Gender		
Male	9	37.5
Female	15	62.5
Length of Services		
0-5 years	12	50
6-10 years	6	25
11-15 years	1	4.2
16-20 years	1	4.2
21-25 years	3	12.5
26-30 years	1	4.2
Frontline Offices		
SDPC	4	16.7
Registrar	2	8.3
Dean/Principal	5	20.8
Student Affairs	2	8.3
Medical Clinic	2	8.3
Dental Clinic	1	4.2
Safety and Security	2	8.3
Accounting and Cashier	3	12.5
CICT	2	8.3
Bookstore	1	4.2

Best Practices and Strategies

Table 13
Best Practices of Frontline Services in terms of Policies and Procedures

Best Practices	Mean	Std. Deviation
Policies and Procedures		
P1. Make school policies and procedures easily accessible to staff, either through hard copies or digital formats.	3.46	1.215
P2. Incorporate policy training and orientation into the on boarding process for new staff such as: a. Orientation b. Policy Trainings c. Providing sources /resources	3.88	0.741
P3. Schedule regular policy reviews to ensure that staffs are up-to-date with the latest policies and procedures.	3.46	1.021
P4. Use clear and concise language when communicating policies and procedures to staff.	4.17	0.565
P5. Create a policy manual that contains all relevant policies and procedures.	3.21	1.285
P6. Launch policy awareness campaigns to remind staff of their responsibilities and the importance of following school policies and procedures.	3.46	1.062
P7. Encourage staff to provide feedback and suggestions on school policies and procedures.	3.67	0.917
P8. Monitor policy compliance among staff and provide support and guidance to those who may be struggling to understand or follow policies and procedures.	3.79	0.884
Overall Mean	3.63	0.96

Legend: 4.21-5.00 All the time; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Seldom; 1:00-1:80 Not at All

The results in Table 13 summarize responses to a survey instrument that assessed the best practices related to policies and procedures of frontline services at San Sebastian College Recoletos. Most items (7 out of 8) pertaining to categories P1-P4 and P6-P8 fell within the range of 3.41 – 4.20, indicating that staffs and heads "often" performed the associated best practices. However, the score for item P5 fell below this range, suggesting that this particular practice is only "sometimes" performed. The overall mean score was 3.63, which implies that most of the best practices pertaining to policies and procedures are generally followed by frontline staff and head at SSCR.

Table 14

Best Practices of Frontline Services in terms of Creating a Welcoming and Positive Environment

Best Practices	Mean	Std. Deviation
Creating a Welcoming and Positive Environment		
C1. Smile and use people's names whenever possible.	4.54	0.509
C2. Make sure directions, procedures, and important information are easy to find and understand.	4.25	0.676
C3. Keep common areas, reception desks, and offices clean and clutter-free.	4.33	0.565
C4. Use professional language, listen actively, and avoid negativity or gossip.	4.46	0.588
C5. Mindful of cultural differences and sensitivities in communication and interactions.	4.42	0.584
C6. Create an environment where everyone feels welcome and respected, regardless of background or ability	4.5	0.659
Overall Mean	4.42	0.5968

The results in Table 14 summarize responses to a survey instrument that assessed best practices in creating a welcoming and positive environment for frontline services at SSCR. All items related to categories C1-C6 scored within the range of 4.21 – 5.0, indicating that staff and head "all the time" performed these best practices. The overall mean score was 4.42. This suggests that SSCR frontline staff consistently follow best practices for creating a positive and welcoming environment.

Table 15

Best Practices of Frontline Services in terms of Efficiency and Accuracy

Best Practices	Mean	Std. Deviation
Efficiency and Accuracy		
E1. Have clear procedures for common tasks like registration, attendance, and communication with parents.	3.83	0.963
E2. Ensure information about school policies, events, and resources are readily available and accurate.	4.13	0.90
E3. Respond to inquiries and requests promptly and efficiently.	4.25	0.944

E4. If a promised action needs to be taken, ensure it happens in a timely manner.	4.0	0.834
Overall Mean	4.05	0.9102

The results in Table 15 summarize responses to a survey instrument that assessed best practices related to efficiency and accuracy in frontline services at SSCR). For most categories (E1, E2, and E4)**,** responses fell within the range of 3.41-4.20, indicating that staff "often" performed the associated best practices. However, scores for items in category E3 were higher (4.21-5.00), suggesting that these practices are performed "all the time." The overall mean score was 4.05, implying that best practices in terms of efficiency and accuracy are generally followed by frontline staff and head.

Table 16
Best Practices of Frontline Services in terms of Building Relationships and Trust

Best Practices	Mean	Std. Deviation
Building Relationships and Trust		
B1. Understand the diverse needs and expectations of students.	4.21	0.779
B2. Show compassion and patience, especially in challenging situations.	4.42	0.717
B3. Pay close attention to concerns and feedback, and respond thoughtfully.	4.5	0.722
B4. Maintain privacy and respect sensitive information.	4.54	0.721
B5. Work harmoniously with other staff members to provide seamless support	4.54	0.588
Overall Mean	4.44	0.7054

The results in Table 16 summarize responses to a survey instrument that assessed best practices in building relationships and trust with frontline staff at Starlight City Hospital (SSCR). All items related to categories B1-B5) scored within the range of 4.21-5.00, indicating that staff and head "all the time" performed these best practices. This suggests that SSCR frontline staff and head consistently follow best practices for building relationships and trust with those they serve.

The results in Table 17 summarize the responses to a survey instrument regarding best practices for continuous improvement of frontline services at the SSCR. The findings indicate that most items from D1-D2 and D4-D5 fall within the range of 3.41-4.20, signifying that these best practices are performed "often". However, item D3 falls within the range of 2.61-3.40, suggesting it is

performed "sometimes." Overall, the results imply that all best practices related to continuous improvement are implemented in frontline services except for item D3, which concerns providing training and opportunities for frontline staff and leaders to acquire new skills and knowledge (reference D3).

Table 17
Best Practices of Frontline Services in terms of Continuous Improvement

Best Practices	Mean	Std. Deviation
Continuous Improvement		
D1. Seek feedback from students, parents, and staff through surveys, meetings, or suggestion boxes.	3.42	1.1
D2. Use data to identify areas for improvement and track progress on goals.	3.58	1.1
D3. Provide ongoing training and opportunities for frontline staff to learn new skills and best practices.	3.25	1.225
D4. Acknowledge and celebrate the contributions of frontline staff to boost morale and motivation.	3.67	0.917
D5. Implement online portals, communication tools, and appointment scheduling systems to enhance efficiency and accessibility.	3.71	1.197
Overall Mean	4.44	0.7054

Challenges of Frontline Staff and Head

Table 18 summarizes the challenges reported by frontline staff and heads regarding various aspects of their work. Data was collected through a survey instrument. Responses are presented as percentages and the corresponding number of respondents out of the total (N=24) who selected each option.

Challenges in Resource Constraints for Frontline Staff and Head

In the realm of resource constraints, the challenges faced by frontline staff and heads are significant. The most pressing issue identified was the struggle to balance administrative tasks, student needs, and unexpected situations, with a substantial 79% agreement among respondents (19 out of 24).

Following closely behind is the impact of budgetary limitations on access to technology, resources, and training for frontline staff, garnering a notable 75% agreement. Additionally, the challenge posed by high student-to-staff ratios leading to long wait times, limited individual attention, and staff burnout was acknowledged by 67% of respondents.

Table 18
Challenges of Frontline Staff and Head

	Challenges	Responses (Out of n=24)	Percentage
Resource Constraints	1. High student-to-staff ratios can lead to long wait times, limited individual attention, and burnout among frontline staff.	16	67
	2. Budgetary limitations can restrict access to technology, resources, and training for frontline staff.	18	75
	3. Balancing administrative tasks, student needs, and unexpected situations can be overwhelming.	19	79
Communication and Collaboration	4. Lack of clear communication channels can lead to confusion, missed information, and frustration among students, parents, and staff.	19	79
	5. Compartmentalized departments and lack of collaboration can hinder problem-solving and effective service delivery.	13	54
	6. Unclear expectations for roles and responsibilities can lead to confusion, inefficiency, and potential conflict.	20	83
Technology and Data	7. Lack of access to modern technology can limit efficiency, communication, and data management	17	71
	8. Data scattered across different systems can make it difficult to track progress, identify trends, and make informed decisions.	19	79
	9. Protecting student and staff data from cyber-attacks requires robust security measures and awareness training.	14	58
Meeting Diverse Needs	10. Frontline staff needs to be equipped to understand and address the needs of students and families from diverse backgrounds.	21	88
	11. Ensuring accessibility and providing appropriate support for students with special needs requires specialized training and resources.	17	71
	12. Frontline staff should be aware of and sensitive to the socioeconomic challenges faced by some students and families.	18	75

Work Environment and Culture	13. Dealing with demanding situations, difficult people, and tight deadlines can lead to stress and burnout among frontline staff.	20	83
	14. Feeling undervalued or underappreciated can negatively impact staff morale and motivation.	18	75
	15. Lack of opportunities for growth and development can hinder staff engagement and effectiveness.	18	75

These findings underscore the critical nature of resource constraints as a pervasive issue affecting both staff and leadership within educational settings. Addressing these challenges effectively is essential for enhancing operational efficiency and ensuring a supportive environment for all stakeholders involved. These challenges include inefficient on boarding and training, lack of financial resources for necessary training and tools, ineffective team communication, and the need for digital connectivity in remote locations.

Challenges in Communication and Collaboration

The findings suggest that unclear expectations for roles and responsibilities pose the most significant challenge in communication and collaboration, with a substantial 83% agreement among respondents (20 out of 24). This lack of clarity can lead to confusion, inefficiency, and potential conflict within the school or educational setting.

Following closely behind is the issue of unclear communication channels, acknowledged by 75% of respondents. When communication channels are not clearly defined or easily accessible, it can result in missed information, confusion, and frustration among students, parents, and staff (National Education Association, 2024). This can hinder collaboration and make it difficult for everyone to be on the same page.

Finally, 54% of respondents identified compartmentalized departments and a lack of collaboration as a challenge. When departments or teams function in isolation, it can hinder problem-solving and prevent effective service delivery. Fostering collaboration across departments can lead to a more holistic approach to education and improved outcomes for all stakeholders. These findings highlight the importance of clear communication and collaboration in educational settings. By addressing these challenges, schools can create a more efficient and supportive environment for everyone involved.

Challenges in Technology and Data

In terms of Technology and Data, the most significant challenge for heads and

staff was data scattered across different systems (79%, 19 out of 24 respondents). This data fragmentation can make it difficult to track progress, identify trends, and ultimately, make informed decisions. Limited access to modern technology (71% agreement) further compounded these challenges.

Additionally, ensuring the security of student and staff data in the face of cyber-attacks remains a concern, requiring robust security measures and ongoing awareness training (58% agreement). These findings suggest a clear need for improvement in technological infrastructure and data management practices to empower frontline service staff (Brownridge & Gray, 2023).

Challenges in Meeting Diverse Needs

In terms of meeting diverse needs, the most significant challenge identified by heads and staff was the need to effectively serve students and families from diverse backgrounds (88%, 21 out of 24 respondents). This highlights the importance of equipping frontline staff with the knowledge and skills to understand and address the unique needs of this population.

Closely following this concern was staff awareness and sensitivity towards the socioeconomic challenges faced by some students and their families (75% agreement). Furthermore, ensuring accessibility and providing appropriate support for students with special needs presented a significant challenge (71%), requiring specialized training and resources (item number 11).

These findings suggest a critical need for investment in professional development programs that equip frontline staff with cultural competency, social awareness, and the skills necessary to meet the diverse needs of their student population (National Institute on Deafness and Other Communication Disorders, 2024).

Challenges in Meeting Diverse Needs

In terms of Work Environment and Culture, the most significant challenge identified by heads and staff was managing demanding situations, difficult people, and tight deadlines (83%, 20 out of 24 respondents). This pressure-filled environment can be a major contributor to stress and burnout among frontline staff (Maslach & Leiter, 2017).

Feeling undervalued or underappreciated (75% agreement) and a lack of opportunities for growth and development (75% agreement) emerged as equally concerning issues (items 14 and 15). These findings highlight the importance of fostering a positive work environment that recognizes staff contributions, provides opportunities for professional development, and prioritizes staff well-being.

CONCLUSIONS

To successfully address the various needs of students and close the satisfaction gap between educational levels, this study emphasizes the vital necessity for customized support and training for SSC-R's frontline staff.

To improve service delivery and meet the unique needs of senior high school and college students at SSC-R, this study suggests the development of a thorough policy manual and focused training programs for frontline staff. These recommendations offer important insights for policy development.

Future research avenues include investigating the relationship between academic results and frontline service satisfaction, carrying out longitudinal studies to assess the long-term impacts of service enhancements, and comparing with other institutions to find best practices and contextual factors that affect student satisfaction.

TRANSLATIONAL RESEARCH

Developing a comprehensive policy manual to clarify frontline staff roles and responsibilities, expanding training opportunities to address staff challenges, establishing a system for regular feedback collection from students and staff to foster continuous improvement, and conducting focus groups and surveys with college students to identify specific needs and areas for improvement are all examples of practical translational research initiatives for this study. Furthermore, investigating the relationship between better academic results and frontline service satisfaction will support the need for further service quality investment. At San Sebastian College-Recoletos de Cavite, these programs seek to improve overall student satisfaction and frontline service delivery.

CONFLICTS OF INTEREST AND FUNDING

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

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