

Importance, engagement and satisfaction in academic, Co-curricular experiences and other student services of selected college students

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ABSTRACT

Engaging in co-curricular activities provides opportunities in integrating academic and personal development. This study focused on student's view of importance, engagement, and satisfaction in academic, co-curricular experiences and other student services. The study involved 300 BatStateU students from three colleges. The Batangas State University Student Satisfaction Survey (BSUSSH) was used as the main data gathering tool in order to collect data and measure students' satisfaction. This study shows the indication of satisfaction in participation in specific educational experiences. It is found that opportunities for co-curricular development are deemed important by the students. The result also shows that students are satisfied with co-curricular experiences and other services. This study may be used by the office to propose better academic, co-curricular experiences and activities.

Keywords: academic, co-curricular experiences, satisfaction of students, BatStateU-Main

1. INTRODUCTION

Learning is an interest built, ongoing process in an individual's life. It is observed that learning amongst the student increase when they are more engaged, interested, or inspired by the things they are reading. The participation of students in non-academic and co-curricular activities are highly desired and gets all the attention by students. The experiential activities and reflective learning will aid in achieving skills

and therefore students need to be educated as "citizen leaders" [1].

The academic and co-curricular activity improves students learning [2], affects academic achievements [3] and contributes to students' mental, social, physical, behavioral and moral development [4]. In addition, the satisfaction with the entire experience in universities includes student-faculty interaction, enriching educational experiences, supportive campus

environment, quality of relationships, and supportive campus environment [5].

There are several studies and survey which help in understanding student's mind-set better and reveal the need of education and learning process. The survey based studies are basic for getting the correct information and formulate the program accordingly [6]. The survey helps the Office to assess what is most important and stimulating to our students and help understand what students like best or least about a specific service or activity. It may lead to positive actions of the university to provide and maintain services and activities needed. Identifying students' engagement in co-curricular activities helps OSAS to know what co-curricular activities have the highest stimulus for their attention and interest. Through this endeavor the office may propose better academic, co-curricular experiences and activities. It is the goal of the office to make the BatStateU life more fulfilling by providing support to academics.

This study presents the partial findings of the Batangas State University Student Satisfaction. The objective of the study is to know the degree of importance, engagement and satisfaction in participation in specific educational experiences. It aims to know the importance of opportunities for co-curricular development and lastly, to know the satisfaction of students with co-curricular experiences and other services.

2. METHOD AND MATERIAL

2.1. Research design

The questionnaire was prepared wherein item selection, face and content validation was done to ensure the suitability of items. Experts in the field of psychology, research and statistics were requested to categorize the items and evaluate whether the item is acceptable. This served as the basis for changing or deleting some items. Pilot testing was done on a limited sample to simply test vocabulary load or language suitability and clarity of expression of the items

Table 1. Scoring of Responses of BSUSSS Part 6

Numerical Value	Range	Verbal Interpretation		
1	1.00 – 1.49	Very unimportant	Do not plan to do	Very unsatisfied
2	1.50 – 2.49	Unimportant	Have not decided	Unsatisfied
3	2.50 - 3.49	Important	Plan to do	Satisfied
4	3.50 - 4.0	Very important	Done	Very satisfied

Table 2. Scoring of Responses of BSUSSS Part 7

Numerical Value	Range	Verbal Interpretation	
1	1.00 – 1.49	Very unimportant	Very unsatisfied
2	1.50 – 2.49	Unimportant	Unsatisfied
3	2.50 - 3.49	Neutral	Neutral
4	3.50 - 4.49	Important	Satisfied
5	4.50- 5.00	Very important	Very satisfied

and instructions. The feedback from the sample was used to improve or revise the questionnaire. The questionnaires were distributed to the CABEIHM, CONAHS and CAS with the help of psychology students and student assistants.

2.2. Participants

A total of 300 BatStateU students from the College of Accountancy, Business, Economics and International Hospitality Management, College of Nursing and Allied Health Services and College of Arts and Sciences participated in this survey. There were 200 respondents from CABEIHM, 25 from CONAHS and 75 from CAS. They were chosen through convenience sampling.

2.3. Data Collection

Data gathering was conducted in the months of February and April 2016. The Batangas State University Student Satisfaction Survey (BSUSSS) was used as the main data gathering tool. The questionnaire has seven parts, nevertheless, only the demographic and academic characteristics, part 6 and part 7 of the questionnaire were utilized to satisfactorily answer the objectives of the study. Table 1 and 2 represents the scoring and verbal interpretation of the responses of the data gathering tool used by the researcher.

2.4. Data analysis

All the data gathered were tallied, tabulated, analyzed and interpreted by using simple and appropriate statistical treatment such as frequency, mean and percentage.

Table 3. Demographic and Academic Characteristics of the Respondents

Profile	Range	Frequency	%
Age	16 – 20	193	64 %
	21 – 25	106	35 %
	26- above	1	0.3 %
Total		300	100 %
Sex	Female	219	73 %
	Male	81	27 %
Total		300	100 %
Nationality	Filipino	300	100 %
	Foreign	0	0
Total		300	100 %
Year Level	First Year	33	11 %
	Second Year	40	13 %
	Third Year	174	58 %
	Fourth Year	53	17 %
Total		300	100 %

3. RESULTS AND DISCUSSION

All the 300 respondents of this study are Filipino. In table 3 shows demographic and academic characteristics of the respondents. Majority of the students who participated in the survey are 16-20 years old. Many have ages ranging between 21-25 years old and only 1 is in the age range between 26 and above. In terms of sex, Majority or 73% of the students are female and 27% are male. Fifty eight percent of the respondents were third year, followed by 17% fourth year. Only 13% and 11% were in their second year and first year respectively. The majority of the students are regular, 61% and 34% were irregular while 4% are transferees. Many of the respondents are externally funded scholars which compose of 22% while 9.6% are

Table 4. Importance, Engagement, and Satisfaction in Specific Educational Experiences						
Specific Educational Experiences	Importance		Engagement		Satisfaction	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Practicum/internship/field experience/co-op experience/clinical assignment	3.48	important	3.06	Plan to do	3.05	Satisfied
Community service or volunteer work	3.38	important	2.96	Plan to do	2.93	Satisfied
Participate in a learning community or some other formal program where groups of students take two or more classes together	3.15	important	3.01	Plan to do	3.05	Satisfied
Work on a research project with a faculty member outside of course or program requirements.	3.02	important	2.79	Plan to do	2.88	Satisfied
Foreign language coursework	3.15	important	2.81	Plan to do	2.84	Satisfied
Study board	2.87	important	2.37	Plan to do	2.81	Satisfied
Independent study or self-designed major	3.00	important	2.7	Plan to do	2.85	Satisfied
Culminating senior experience (capstone course, senior project or thesis, or comprehensive exam, etc.	3.18	important	2.6	Plan to do	3.29	Satisfied
Academic contest such as quiz bee, essay, competitions, etc.	3.27	important	2.8	Plan to do	3.05	Satisfied
Fieldtrips	3.15	important	3.27	Plan to do	3	Satisfied
Seminar and conferences	3.63	important	3.17	Plan to do	3.2	Satisfied
MEAN	3.20	Important	2.87	Plan to do		Satisfied

internally funded scholars. Majority do not have scholarship grants which compose of 67%.

As shown in table 4, overall students' degree of importance, engagement, and satisfaction in specific educational experiences was rated as "important," "plan to do," and "satisfied" with an overall mean of 3.20, 2.87 and 2.99 respectively. It is noted that students value activities such as field experiences, community service, and participation in learning communities, research, foreign language, study abroad, independent study, thesis, academic contests, field trips and seminars. Students plan to do specific academic experiences and are generally satisfied [7].

Quality educational programs and experiences are designed to fit the educational needs of students [8]. These strategies are deemed necessary to enhance the learning process. Important experiences are considered satisfying for students [9]. It will increase the likelihood of students to voluntarily participate in such activities during their stay in BatStateU. Among the specific educational experiences majority of the programs offered in BatStateU requires practicum or OJT, research projects and thesis writing while others listed educational experiences were not [10].

Table 5 presents the responses of the students on the importance of opportunities for co-

Table 5. Importance of Opportunities for Co-Curricular Development and other Services

Opportunities for Co-Curricular Development	Mean	Verbal interpretation
1. Opportunities to become involved in campus life activities (student organizations, clubs, programs, etc.)	3.94	Important
2. Opportunities to develop an appreciation for diversity (outside speakers, programs, films, book discussions, etc.)	3.99	Important
3. Opportunities to develop leadership skills (outside the classroom).	3.90	Important
Other Services for Students	Mean	Verbal interpretation
1. Availability of counseling services for personal concerns	3.97	Important
2. Availability of child care	4.01	Important
3. Being able to get the books you need from the campus bookstore.	4.03	Important
4. The availability of parking on campus.	3.92	Important
5. Dental services	4.26	Important
6. Medical services	4.26	Important
MEAN	4.03	Important

curricular development. It can be gleaned from the table that overall students rated the importance of opportunities for co-curricular activities as “important” with an overall mean of 4.03.

Some co-curricular opportunities for students are not embedded in their curriculum but are nonetheless part of what a course offers [11]. Many of these activities help students increase their employability hence considered important by school administrators. It is easy for both

staff and students to overlook these as part of what we provide for our students’ employability development but they are vitally important [12]. Employability is developed both within and outside the curriculum. It is important to note that students should be made aware of these opportunities and know why it is important.

For other student services, the availability of child care and counselling services are deemed important. Students also value the idea for

Table 6. Demographic and Academic Characteristics of the Respondents

Satisfaction with Co-Curricular Experiences and Other Services	Mean	Verbal Interpretation
1. Opportunities for Co-Curricular Development Opportunities to become involved in campus life activities (student organizations, clubs, programs, etc.)	3.73	Satisfied
2. Opportunities to develop an appreciation for diversity (outside speakers, programs, films, book discussions, etc.)	3.9	Satisfied
3. Opportunities to develop leadership skills (outside the classroom).	3.62	Satisfied
4. Availability of counseling services for personal concerns	4.12	Satisfied
5. Being able to get the books you need from the campus bookstore.	3.84	Satisfied
6. The availability of parking on campus.	3.83	Satisfied
7. Availability of canteen services	4.1	Satisfied
8. Availability of dormitories and boarding houses	4.1	Satisfied
MEAN	3.90	Satisfied

them to be able to purchase or use the books that they need. The availability of parking on campus was also deemed important but garnered a lower mean compared with other services. The dental and medical services on the other hand have the highest mean of 4.26.

Table 6 shows the satisfaction of students with co-curricular experiences and other services. Overall the student respondents are satisfied with the co-curricular experiences and other services with a mean of 3.90. The students are satisfied with the counselling services that the university offers. They are satisfied with the availability of canteen services, dormitory and housing. They are content with the opportunities for co-curricular development and opportunities to develop an appreciation for diversity. Satisfaction among students increases loyalty, and ultimately drives increased interest to learn and explore and expand their life in the university.

4. CONCLUSION

- a) Student respondents value specific educational experiences. They pledge to become involved and are pleased with it.
- b) Students believe in the importance of co-curricular development.
- c) The co-curricular experiences and other services satisfy student respondents.

5. ACKNOWLEDGEMENT

NA

6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

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NA

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