



IMPLEMENTATION OF STUDENT SERVICES AT SAINT THERESA COLLEGE OF TANDAG, INC.: BASIS FOR ENHANCING SERVICE QUALITY AND INSTITUTIONAL EFFECTIVENESS

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ABSTRACT

Student services play a vital role in creating a supportive higher education environment that responds to learners' academic, personal, social, and developmental needs. This study examined the implementation of student services at Saint Theresa College of Tandag, Inc. during the School Year 2025-2026 with particular attention to service quality, perceived effectiveness, and challenges encountered in service delivery. Anchored on the Service Quality (SERVQUAL) model, Theory of Planned Behavior (TPB), and Maslow's Hierarchy of Needs, the study assessed the status of student services in terms of statement of purpose, policies, personnel, budget, information and communication, and technological infrastructure. It also examined the effectiveness of admission, guidance and counseling, student activities, health and wellness, security and safety, and placement and follow-up services. A quantitative descriptive-correlational research design was employed. Using stratified random sampling, 320 respondents were selected from a population of 836 representing students from different academic departments, faculty, staff, and administrators. Data were collected through a structured questionnaire and analyzed using frequency and percentage, weighted mean, and Pearson Product-Moment Correlation. Results showed that the Student Services Program was generally perceived as highly effective. Statement of purpose obtained an overall weighted mean of 4.34, policies 4.20, and personnel 4.22, all interpreted as "Very Much Affecting." Budget (4.05), information and communication (4.17), and technological infrastructure (4.02) were interpreted as "Affecting," indicating areas requiring further enhancement. Guidance and counseling and admission services were among the strongest areas of implementation, while concerns were identified regarding inclusivity, personnel availability, technological resources, feedback mechanisms, funding adequacy, and resource availability. Correlation findings indicated significant relationships among most

components of student services, suggesting that effective implementation depends on the integration and coordination of different service dimensions. The study concludes that Saint Theresa College of Tandag, Inc. has a comprehensive and functional student services system, but improvements in resource allocation, accessibility, inclusivity, communication, and technological support are necessary to further strengthen service quality and institutional effectiveness.

Keywords: *student services, service quality, student satisfaction, higher education, SERVQUAL, Theory of Planned Behavior, student support services, institutional effectiveness*

INTRODUCTION

Student services constitute an essential component of higher education because they extend institutional support beyond classroom instruction and address students' academic, personal, social, and developmental needs. The quality of these services can shape how students perceive their institution, evaluate their educational experience, and develop confidence in the institution's capacity to respond to their needs. Recent research has established that service quality is closely associated with student satisfaction, suggesting that higher education institutions must consider student services as an important dimension of institutional quality rather than merely as supplementary administrative functions (Alfianto & Suryawardana, 2021; Dhawan, 2022).

The assessment of student services has become particularly important as higher education institutions face increasing expectations for accessible, responsive, reliable, and student-centered services. Evidence from university settings indicates that students evaluate service quality across multiple dimensions, including the reliability of services, responsiveness of personnel, assurance, empathy, and the adequacy of physical and technological resources. These dimensions are not only associated with students' satisfaction but may also influence their overall perception of the institution and their willingness to remain engaged with it (Schijns, 2021; Magasi et al., 2022).

Student satisfaction is likewise an important indicator for institutional quality improvement. Kanwar and Sanjeeva (2022) emphasized that systematic assessment of student satisfaction can provide higher education institutions with useful information for identifying strengths and weaknesses in their services. Similarly, recent evidence demonstrates that service quality can influence institutional image and student satisfaction, reinforcing the importance of continuously evaluating the effectiveness of services from the students' perspective (Hossain et al., 2025).

Beyond satisfaction, contemporary approaches to student services recognize the importance of understanding the specific support needs of students and determining whether institutional resources are aligned with those needs. Higher education institutions provide a broad range of support mechanisms designed to address students' diverse academic, personal, and developmental needs. Barnes et al. (2024) emphasized that

universities need to examine student support practices in relation to the needs of diverse student populations and identify approaches that improve accessibility and effectiveness of service delivery.

In the Philippine higher education context, the evaluation of student services is particularly relevant because institutions are expected to provide support systems that promote student development and educational success. However, the effectiveness of these services cannot be determined solely by their availability. Their accessibility, responsiveness, adequacy, inclusivity, and actual implementation must also be examined from the perspective of the stakeholders who experience them. Thus, institutional assessment provides an important basis for determining whether student services are adequately meeting learners' expectations and supporting institutional goals.

At Saint Theresa College of Tandag, Inc., the Student Services Program was designed to support students' academic, personal, and developmental needs through various service areas, including admission, guidance and counseling, student activities, health and wellness, security and safety, and placement and follow-up services. The implementation of these services was supported by institutional components such as policies, personnel, budget, information and communication, and technological infrastructure. The study therefore assessed both the institutional support mechanisms and the delivery of specific student services to determine how effectively they responded to the needs of students and other stakeholders.

Despite the presence of institutional student services, potential gaps may remain between the availability of services and their effective utilization. Issues involving accessibility, resource limitations, communication, inclusivity, personnel availability, and technological support may affect students' experiences with institutional services. The present study therefore examined the implementation of student services at Saint Theresa College of Tandag, Inc., focusing on the status of its major program components, the perceived effectiveness of specific student services, and the problems encountered in implementation. It also determined the relationships among the different components of student services. Through this assessment, the study sought to provide empirical evidence that can guide institutional decision-making, resource allocation, and continuous improvement of student support systems.

Research Questions

This study aimed to examine the implementation of student services at Saint Theresa College of Tandag, Inc. Specifically, it sought to answer the following questions:

1. What is the status of the Student Services Program at Saint Theresa College of Tandag, Inc. in terms of:
 - 1.1 statement of purpose;
 - 1.2 policies;
 - 1.3 personnel;
 - 1.4 budget;

- 1.5 information and communication; and
- 1.6 technological infrastructure?
2. What is the perceived effectiveness of student services in terms of:
 - 2.1 admission services;
 - 2.2 guidance and counseling services;
 - 2.3 student activities;
 - 2.4 health and wellness services;
 - 2.5 security and safety services; and
 - 2.6 placement and follow-up services?
3. Is there a significant relationship among the components of the Student Services Program at Saint Theresa College of Tandag, Inc.?
4. What problems are encountered in the implementation of student services at Saint Theresa College of Tandag, Inc.?
5. What improvements may be proposed to enhance the implementation, accessibility, and effectiveness of student services at Saint Theresa College of Tandag, Inc.?

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the implementation and effectiveness of student services at Saint Theresa College of Tandag, Inc. A total of 320 respondents were selected from a population of 836 using stratified random sampling, representing students, faculty, staff, and administrators from the institution's different departments. Data were gathered through a structured questionnaire assessing the status and effectiveness of student services and the problems encountered in their implementation. Frequency and percentage, weighted mean, and Pearson Product-Moment Correlation were used to analyze the data.

RESULTS

Table 1. Status of the Student Services Program

Component	Overall Weighted Mean	Interpretation
Statement of Purpose	4.34	Very Much Affecting
Policies	4.20	Very Much Affecting
Personnel	4.22	Very Much Affecting
Budget	4.05	Affecting
Information and Communication	4.17	Affecting
Technological Infrastructure	4.02	Affecting

Table 2. Effectiveness of Student Services

Student Service Area	Interpretation
Admission Services	Very Much Affecting
Guidance and Counseling	Very Much Affecting; highest-rated area
Student Activities	Affecting to Very Much Affecting
Health and Wellness	Affecting to Very Much Affecting
Security and Safety	Affecting to Very Much Affecting
Placement and Follow-up	Affecting to Very Much Affecting

Table 3. Relationships Among the Components of the Student Services Program

Relationship/Pattern	Finding	Interpretation
Statement of Purpose and other components	Strong relationships	Significantly related
Policies and other components	Strong relationships with most aspects	Significantly related
Personnel and other components	Strong relationships with most aspects	Significantly related
Budget and selected service areas	Weaker relationships	Some relationships were not significant
Overall components	Strong interdependence	Generally significantly related

Table 4. Problems Encountered in the Implementation of Student Services

Major Problem Area	Finding
Funding Adequacy	Major concern
Resource Availability	Major concern
High Demand for Services	Major concern
Accessibility of Services	Concern due to limited resources
Communication	Requires improvement
Follow-up After Service Utilization	Lower concern but still needs improvement

Table 5. Recommended Areas for Improving Student Services

Area for Improvement	Recommended Direction
Resource Allocation	Strengthen and strategically allocate resources
Technological Infrastructure	Improve computers, multimedia resources, and digital support
Accessibility	Improve access to services and consultation opportunities
Inclusivity	Strengthen inclusive participation in student activities
Communication	Establish stronger two-way feedback mechanisms
Personnel Availability	Improve accessibility and scheduling

Area for Improvement	Recommended Direction
Funding Transparency	Strengthen financial transparency and resource planning
Service Coordination	Improve alignment among service components

DISCUSSION

The findings indicate that the Student Services Program of Saint Theresa College of Tandag, Inc. is generally well implemented, particularly in its statement of purpose, policies, and personnel. The highest rating for the statement of purpose (4.34) suggests that the program has a clear institutional direction and that its objectives are generally understood to support student development and service delivery. This finding is consistent with Alfianto and Suryawardana (2021), who found that dimensions of higher education service quality positively influence student satisfaction. Their findings reinforce the importance of having clearly organized and responsive institutional services as part of overall educational quality.

The high ratings for policies (4.20) and personnel (4.22) further suggest that institutional procedures and service providers are important strengths of the program. However, the relatively lower concern regarding personnel availability during consultation hours indicates that competence alone may not be sufficient; accessibility and responsiveness are also important. Najimdeen et al. (2021) emphasized that trust, courtesy, responsiveness, and human connection in service delivery contribute to students' satisfaction. Thus, while the personnel of the institution are perceived as qualified and supportive, improving consultation schedules and accessibility could further strengthen students' experiences.

The findings for budget, information and communication, and technological infrastructure reveal areas requiring greater institutional attention. The relatively low weighted mean for technological infrastructure (4.02) suggests that although the institution has functional electronic resources, limitations in multimedia resources and computer availability remain. This finding is particularly relevant in contemporary higher education, where students increasingly expect adequate and accessible digital technologies. Keane et al. (2022) found that university students have substantial expectations regarding the availability and use of digital technologies and equipment. The present findings therefore suggest that investment in technological resources may improve not only service accessibility but also the institution's capacity to respond to changing student expectations.

The results also show that guidance and counseling emerged as one of the strongest areas of student service implementation, while admission services were particularly effective in communication and procedural clarity. This finding highlights the value of direct and responsive support mechanisms in addressing students' academic and personal needs. Amor et al. (2021) demonstrated the importance of university guidance and tutoring and developed an instrument for assessing students' experiences of these support services. The strong assessment of guidance and counseling in the

present study may therefore indicate that the institution is effectively addressing an important dimension of student support.

The positive assessment of student services is further supported by the finding that most components of the program were significantly related. The strong relationships involving the statement of purpose, policies, and personnel indicate that student services function as an interconnected institutional system rather than as isolated programs. This pattern is consistent with Borishade et al. (2021), who found a relationship among service quality, student satisfaction, and loyalty in higher education. Similarly, Bwachele et al. (2023) reported that perceived service quality is closely associated with student satisfaction and emphasized the importance of multiple service dimensions in understanding students' overall experiences.

The weaker relationships involving budget and some service areas, however, suggest that resource provision does not automatically translate into equally strong implementation across all components. The finding may indicate that institutional policies and organizational structures need to be more closely aligned with resource allocation and actual service delivery. In this regard, the study's findings point toward the importance of strengthening coordination among administrative units, ensuring that financial resources are appropriately directed toward priority student needs, and establishing mechanisms for monitoring whether allocated resources produce improvements in service accessibility and effectiveness.

The concerns identified regarding funding adequacy, resource availability, high demand for services, and accessibility also demonstrate that having student services in place does not necessarily guarantee optimal service delivery. These findings are consistent with Dhawan (2022), whose meta-analysis of higher education quality research showed that different dimensions of educational quality contribute to student satisfaction, highlighting the multidimensional nature of institutional quality. The present study similarly demonstrates that effective student services require attention to organizational policies, personnel, communication, infrastructure, and resources simultaneously rather than focusing on a single service dimension.

Overall, the findings suggest that Saint Theresa College of Tandag, Inc. has a functional and generally effective student services system, with particular strengths in its institutional direction, personnel, admission processes, and guidance and counseling services. Nevertheless, the results point to specific areas that require continuous improvement, particularly technological infrastructure, funding, feedback mechanisms, inclusivity, personnel accessibility, and resource availability. The findings support a continuous quality-improvement approach in which students' experiences are regularly assessed and used to guide institutional decisions. Such an approach can help the institution maintain its existing strengths while addressing service gaps that may affect accessibility, responsiveness, and student engagement.

Conclusions

The study concluded that the Student Services Program of Saint Theresa College of Tandag, Inc. was generally well implemented and positively perceived by its stakeholders. Its major strengths included a clear statement of purpose, effective policies and personnel, admission services, and guidance and counseling. However, improvements were needed in technological infrastructure, funding, resource availability, communication, accessibility, and inclusivity. The significant relationships among most service components further indicated that effective student services required coordinated implementation across institutional areas. Strengthening resources, communication mechanisms, and service accessibility was therefore necessary to further enhance the quality and effectiveness of student services.

Recommendations

Based on the findings and conclusions, the study recommended that Saint Theresa College of Tandag, Inc. strengthen its technological infrastructure by improving the availability of computers, multimedia resources, and other digital support for students. The institution was also encouraged to improve funding and resource allocation to address the increasing demand for student services and ensure their sustainability. The institution was further recommended to strengthen information and communication systems by providing accessible feedback mechanisms that would allow students to express their concerns, suggestions, and needs. Greater attention was also recommended for improving inclusivity in student activities, accessibility of personnel during consultation hours, and coordination among different student service areas. These measures were expected to promote more responsive, accessible, and effective student services and further enhance the overall student experience.

Compliance with Ethical Standards

The study complied with ethical standards in the conduct of the research and the collection of data from the respondents. Permission to conduct the study was secured from the appropriate school authorities before the survey was administered. The respondents participated voluntarily, and the information gathered through the questionnaires was treated with confidentiality and used solely for research purposes. The identities and individual responses of the participants were not disclosed, and the collected data were presented only in aggregated form. The researchers also ensured that the data were accurately analyzed and reported without fabrication, falsification, or inappropriate alteration of findings.

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