
International Journal of Advanced Multidisciplinary Research

ISSN: 2393-8870

www.ijarm.com

(A Peer Reviewed, Referred, Indexed and Open Access Journal)

DOI: 10.22192/ijamr

Volume 10, Issue 6 -2023

Research Article

DOI: <http://dx.doi.org/10.22192/ijamr.2023.10.06.005>

The components behind student administration processes and its effects on student satisfaction

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Abstract

Keywords

students
administration
processes,
students satisfaction,
binomial test,
school services,
student perceptions
of their learning and
satisfaction

Student satisfaction is a crucial aspect of administration for higher education. As it directly impacts the quality of education, student retention, and overall institutional success. The administrative procedures affect a school's ability to satisfy its students to the relationship between the efficiency of administrative processes and student satisfaction in educational institutions. This study provides a comprehensive review of the administration of student satisfaction surveys and explores the effects of student satisfaction on various stakeholders, including students, educational institutions, and society. A descriptive quantitative method has been used to determine the total result. Out of 200 respondents, 0.85% of students are satisfied with the school services. On the other hand, 0.15% of students are not really satisfied with the school services at Northwestern Agusan Colleges. The administration of student satisfaction surveys for understanding student experiences and improving the quality of education. Positive student satisfaction has far-reaching effects on students themselves and educational institutions.

1. Introduction

This research presents a review of related studies regarding the current study of the researchers. Basically, the literature review presents the (1)

Students' Expectation on School Services; (2) Students' Satisfaction on Service Quality of Enrollment Procedure; and (3) Students' Expectation and Satisfaction on Educational Institutions.

Students' Expectations on School Services:

Studies have shown that students take an active role in environment-related activities at school. (Lizzio, 2002) Explored the perception of the contribution of the university learning environment to the academic outcome whereas it is not influenced by prior academic achievements. Furthermore, student involvement in the different school services offered by the school is associated with student satisfaction since most of the school services cater to the needs and necessities of students outside their classrooms (Ling, 2003).

Students Satisfaction on Service Quality of Enrollment Procedure:

In 2018, over a quarter (26%) of Americans over the age of three were enrolled in school, according to (Jacob et al., 2023). This study

combines the most recent information from the ACS and the Current Population Survey (CPS), two complementary U.S. To paint a complete, all-encompassing picture of the state of school enrollment, the Census Bureau conducts surveys that collect information on school enrolment in the United States. The data in this report are the most recent available from the surveys provided here. More specifically, this study presents the current picture of education in America and explores how the most recent numbers compare with historical levels. The COVID-19 pandemic has recently significantly disrupted activity in the United States and around the globe. Early findings from other sources suggest that changes to school enrollment were more significant in form than in quantity. The National Student Clearinghouse's data reveal that changes in college enrollment (including changes in the number of courses taken) in spring 2020 were like the average rate and pattern of the previous two years. Nearly 93 percent of people in households with school-aged children reported their children engaged in some form of "distance learning" from home.

Students' Expectation and Satisfaction on Educational Institutions:

The learning outcomes that contributed to students' assessment of service quality and satisfaction are significantly influenced by student involvement. Therefore, it is crucial to assess how satisfied students are with the services provided by the school. There are many different methods to define higher education quality. It

was defined by (Longanecker et al., 2003) as being determined more by who and how pupils are taught than by what they really learn. Their definition places special emphasis on an institution's administrative and academic staff. Later, (Koslowski, 2006) defined the academic staff and administration of an institution in relation to the level of service provided by a school independently. However, he saw administrators as a challenge to coordination in high service quality, rather than the key to determining high-performance conditions.

2. Methodology

2.1 Research Questions

Name: Grade Level:

Age: Gender:

2. Release of School Records:

2.1 How long did you have to wait in order to receive your records?

More than 9 days

7-8 days

5-6 days

3-4 days

1-2 days

2.2 On a scale of 1-5 how satisfied are you with the service given?

2.3 On a scale of 1-5 how would you rate the staff?

2.4 On a scale of 1-5 how would you rate your experience with the service?

2.2 Research Design

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations. This study used the quantitative method for gathering appropriate information about the present existing condition. It is quantitative for the study is primarily done to determine the level of satisfaction of the students at Northwestern Agusan Colleges for the school year 2022-2023.

2.3 Participants of the study

This study was conducted on the second week of May 2023 at Northwestern Agusan Colleges. The participants are from Grade 7 to college students regardless of gender.

Grade Level	Population
7	34
8	34
9	42
10	37
11	17
12	15
College students	21

2.4 Data Gathering Procedures

The researchers prepared a few sets of questions we will use to interview our respondents and then used a quantitative method to gather the data we've collected from the respondents. The researchers computed 119 no. of female respondents and 89 no. of male respondents during our survey from 1st-year high school to 4th-year College.

2.5 Statistical Tool

Frequency – this will describe the composition of the population of age, gender, and grade level.
 Binomial Test – the researchers used this

statistical tool in determining the overall count of the female and male population.

3. Results and Discussion

This study's findings will add to the current body of research on student satisfaction in the context of educational services. It will give useful insights into the elements that have a substantial impact on student happiness, allowing schools and policymakers to make data-driven decisions to improve the entire student experience.

TABLE 2.1 PRESENTS THE PARTICIPANT’S GENDER VS LENGTH OF TIME

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Gender	0	119	200	0.595	0.009
	1	81	200	0.405	0.009
I.2.i	1	67	200	0.335	< .001
	2	59	200	0.295	< .001
	3	47	200	0.235	< .001
	4	18	200	0.090	< .001
	5	9	200	0.045	< .001

Note. Proportions tested against value: 0.5.

In Table 1 gender vs length of time (2.i), the researchers computed the respondents of both genders. In females, we have 119 no. of respondents, and 81 respondents in males.

According to (Brown et al., 1999) The book is intended to teach students to evaluate research critically, assessing strengths and weaknesses of various research paradigms. In addition, the textbook provides a framework for students to conduct research as part of their scholastic or professional endeavors.

Customers are upset with the cashier's delayed transactions, which are mostly driven by client demand, according to the survey. As a result, lines lengthen, and clients must wait longer. They must be aware of their surroundings to find a solution

since only then can they change their behavior to meet consumer expectations. The study strongly advises speeding up the transaction since customers can benefit from the flexibility that speedier payments provide, such as the ability to make a last-minute payment. Customers can avoid late penalties, account overdrafts, and credit score damage because of this ability, resulting in more sales in less time. Furthermore, by shortening the time between payment initiation, clearing, and settlement, faster payments might help to reduce numerous risks in the existing system. Customers can avoid late penalties, account overdrafts, and credit score damage as a result of this ability, resulting in more sales in less time. Furthermore, by shortening the time between payment initiation, clearing, and settlement, faster payments may help to mitigate different risks in the existing system.

TABLE 2.2 PRESENTS THE PARTICIPANTS OF GENDER VS RATING OF THE STUDENTS

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Gender	0	119	200	0.595	0.009
	1	81	200	0.405	0.009
I.2.ii	1	4	200	0.020	< .001
	2	16	200	0.080	< .001
	3	96	200	0.480	0.621
	4	64	200	0.320	< .001
	5	20	200	0.100	< .001

Note. Proportions tested against value: 0.5.

In this table, the researcher has Gender vs. rating of the students (I.2.ii) , in which we have 119 female respondents and 81 male respondents a total of 200 respondents. The researcher begins by calculating and applying the binomial test to identify those who provided responses rating of the students from 1 to 5.

Based on the study of (Goswami et al., 2016) Gender has been attributed as a significant variable in explaining the technology acceptance behaviour of humans. The objective of this study

is to review the existing literature on the technology usage and intention to use technology from the gender perspective. It has been observed from the review that in a few contexts.

A cashier's responsibilities include being courteous, such as actively listening to customers, efficiently communicating information, and acting in a coordinated and professional manner. This professional civility was evident at our cashier's office, as respondents were pleased with the level of professionalism they provided.

TABLE 2.3 PRESENTS THE PARTICIPANTS OF GENDER VS RATING OF THE STUDENTS

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Gender	0	119	200	0.595	0.009
	1	81	200	0.405	0.009
I.2.iii	1	1	200	0.005	< .001
	2	21	200	0.105	< .001
	3	73	200	0.365	< .001
	4	77	200	0.385	0.001
	5	28	200	0.140	< .001

Note. Proportions tested against value: 0.5.

In this table, the first step that the researchers did was to compute the respondents of females male and then with the help of the binomial test it helps to have appropriate counts of the overall population of and to identify the satisfaction of students (I. 2.iii).

Based on the study of Sharabi, M., Cohen-Ynon, G., & Soskis, M. (2021). Parental Involvement in the Arab and Jewish Educational Systems. International Education Studies, 14(2), 69.

Parental engagement has not yet been compared between the Jewish and Arab educational systems. This pilot study contrasts the two sectors (Jewish and Arab as two ethno-religious groupings) and looks at how the pedagogical staff perceives parental engagement. Interviews were conducted with staff members from two Jewish and two Arab primary schools. According to the data, parental participation is lower among Arabs than among Jews. Compared to Jewish parents, Arab parents have greater regard for and trust in the school, the principal, and the teachers. Parents of Arab children are less involved than those of Jewish children, which reflects this. Jewish parents who serve as volunteers for parent organizations make

use of their status to Arab parents volunteer more to assist the principals and teachers in obtaining funding from the Mayor/Head of the Municipal Council and less to promote their own interest (their child's benefit) and want to contribute to the school. Cultural differences, specifically the individualistic Jewish society and the collectivistic Arab society, can be used to explain the level and type of parental involvement in the Jewish and Arab educational systems.

In this table the researcher highlights the gender vs 2.3, the customer/enrollees are satisfied with the service given by the staff .

TABLE.4 PRESENTS THE PARTICIPANTS OF GENDER VS LENGTH OF TIME

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Gender	0	119	200	0.595	0.009
	1	81	200	0.405	0.009
I.2.iv	1	4	200	0.020	< .001
	2	21	200	0.105	< .001
	3	86	200	0.430	0.056
	4	64	200	0.320	< .001
	5	25	200	0.125	< .001

Note. Proportions tested against value: 0.5.

In this table, the first step that the researcher did was to compute the overall population of female and male respondents and with the help of the binomial test it helps to determine the exact length of time (I.2.iv)

Finn, J. D. (1989b). *Withdrawing From School.* Review of Educational Research

Based on the study of Finn J. D. (1986b). This study looked at the association between academic entitlement and noncompliance among college students, and it used trauma or unfavorable childhood events to help moderate the relationship. This study also looked at how gender, enrolment type (full-time vs. part-time), and student type (residential vs. online) affected noncompliance. This survey included 149 Liberty

University students who were at least 18 years old and either undergraduate or graduate students. Participants completed the following self-report measures using a quantitative study design: demographics questionnaire, HEXACO-PI-R personality categories honesty-humility, and Adverse Childhood Experiences Survey. Logistic regression analyses were performed, and the study's findings show that there is a minimal, positive, statistically insignificant association between academic entitlement and disobedience. Furthermore, there was no moderating influence between academic entitlement, negative childhood experiences, and disobedience was discovered. Gender was associated with bad childhood experiences, but enrollment type was associated with academic entitlement.

Academic entitlement, bad childhood experiences, and disobedience were all adversely associated with student type. Further study should investigate the relationship between academic entitlement and other types of disobedience and trauma, as well as disparities in religious views.

This study highlights that the students are dissatisfied with the service given to them. This says that they are not well satisfied or happy on their service.

TABLE 2.1 PRESENTS THE PARTICIPANTS OF AGE VS LENGTH OF TIME

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Age	1	68	200	0.340	< .001
	2	79	200	0.395	0.004
	3	32	200	0.160	< .001
	4	13	200	0.065	< .001
	5	8	200	0.040	< .001
I.2.i	1	67	200	0.335	< .001
	2	59	200	0.295	< .001
	3	47	200	0.235	< .001
	4	18	200	0.090	< .001
	5	9	200	0.045	< .001

Note. Proportions tested against value: 0.5.

The age versus time is depicted in this table. It indicates the overall population of ages from 12-13 to 20-21 by using the Binomial Test for the researchers to identify the exact count of each population and to know the length of time (I.2.i).

Based on the study of “Family Educational Rights and Privacy Act (FERPA). (2007). Journal of Empirical Research on Human Research Ethics”

Numerous student records, such as grades, test results, disciplinary records, contact information, mental health records, and more are created and maintained by schools. The Department of Education's (ED) Family Educational Rights and Privacy Act (FERPA), which is applicable to educational organizations and institutions that receive specific forms of financial aid, governs the handling of educational records in several ways. For covered entities, the statute outlines two essential conditions. The first requirement of

FERPA is that schools must give parents access to and examine their children's educational records. Second, it forbids schools from disclosing kids' educational records—including personally identifiable information (PII)—without their parents' express written agreement, with a few exceptions. In accordance with FERPA, "education records" are described as documents that both contain information directly related to a student and are maintained by an educational agency or institution or by a person operating on behalf of such agency or institution." FERPA does not apply to all papers containing student information; the Act excludes specific types of information from its definition of "education records" entirely.

Based on the researchers of this study, this table shows that the students from grade 7 to 4th year college are satisfied and rates a higher rating based on how good they communicate towards them.

TABLE 2.2 PRESENTS THE PARTICIPANTS OF AGE VS LENGTH OF TIME

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Age	1	68	200	0.340	< .001
	2	79	200	0.395	0.004
	3	32	200	0.160	< .001
	4	13	200	0.065	< .001
	5	8	200	0.040	< .001
I.2.ii	1	4	200	0.020	< .001
	2	16	200	0.080	< .001
	3	96	200	0.480	0.621
	4	64	200	0.320	< .001
	5	20	200	0.100	< .001

Note. Proportions tested against value: 0.5.

In this table, the age vs length time (1.2.ii) displays the participants' age groups in relation to the duration of the experiment using the Binomial Test.

The researchers can easily compute the overall population age of the respondents. By using this test, it also computed who among these ages is satisfied with the administration process.

Based on the study of Roco M.C. & W.S. Bainbridge, eds., 2005. Societal Implications of Nanoscience and Nanotechnology (II): Maximizing Human Benefit. NSET Report, Arlington, Virginia.

College-based transition services allow transition-age students with intellectual disability and autism (ID/A) between the ages of 18 and 22 to complete their secondary transition services in a college or university. The extent to which youth with ID/A encounter in-school predictors of post-school success in conventional vs. college-based transition programs was studied. For this research, the researcher used the NLTS 2012 Phase I

dataset and the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) 2010-2015 dataset. The study's findings also reveal potential benefits of providing college-based transition services, as well as recommendations for priority areas where transition services may be enhanced in both conventional and college-based methods.

Cashiers must handle money quickly and correctly. If your organization is losing money, it might be time to investigate any of these five mistakes. Even the best cashiers make mistakes now and again. Avoiding these typical errors is a good first step. It is not always possible, however, to supply each cashier with their own till. This is where a coin and banknote recycler may help. This gadget maintains track of everything that comes in and goes out of it, adding up all your money and then resetting it for use. It also provides additional security measures to ensure your safety. In a busy retail situation, a cash recycler may be your best bet for eliminating errors.

TABLE 2.3 PRESENTS THE PARTICIPANTS OF AGE VS RATING OF THE STUDENTS

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Age	1	68	200	0.340	< .001
	2	79	200	0.395	0.004
	3	32	200	0.160	< .001
	4	13	200	0.065	< .001
	5	8	200	0.040	< .001
I.2.iii	1	1	200	0.005	< .001
	2	21	200	0.105	< .001
	3	73	200	0.365	< .001
	4	77	200	0.385	0.001
	5	28	200	0.140	< .001

Note. Proportions tested against value: 0.5.

This table displays the students' ages in relation to their grades. This table shows how many pupils are happy with the assistance provided by the school's employees. We may determine if the satisfaction rating (I.2.iii).

Based on the study of (Dhaqane, 2016) In Western educational institutions, examining factors that impact student performance in postsecondary settings is a common activity. It would appear that a strong academic foundation and skill set are required for college success. It is widely recognized, however, that a range of other student personal and institutional aspects impact student attitudes or contentment with the college experience.

The total experience of the customer at the cashier office is critical to the organization's or company's reputation, thus it must be handled professionally and properly in a clear mannerism. The results in this table reveal that respondents are happy, implying that they are pleased with the entire experience they received from the cashier office. How you entertain and appreciate clients and provide correct service is one of the variables that influence their experience with your cashier service. Cashiers who are willing to go above and beyond are more likely to be rewarded for their efforts.

TABLE 2.4 PRESENTS THE PARTICIPANTS OF AGE VS LENGTH OF TIME

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
Age	1	68	200	0.340	< .001
	2	79	200	0.395	0.004
	3	32	200	0.160	< .001
	4	13	200	0.065	< .001
	5	8	200	0.040	< .001
I.2.iv	1	4	200	0.020	< .001
	2	21	200	0.105	< .001
	3	86	200	0.430	0.056
	4	64	200	0.320	< .001
	5	25	200	0.125	< .001

Note. Proportions tested against value: 0.5.

The age vs.length of time (I.2.iv) chart is shown below. The evaluations of the pupils are broken down by age in this table. We quickly calculated the number of ratings provided by the students using this binomial test.

Based on the study of(Voyles, 2011)It is not uncommon for parents and educators to have strong opinions regarding academic procedures that are not supported by evidence. It's possible that the validity of such academic procedures has been disproven, or that there isn't enough or contradictory research in the area to support them.

Based to the researcher of this study, the students in grades 7 through fourth year of college are happy and earn a better rating depending on how well their teachers connect with them. This chart also emphasizes how critical effective customer communication is to build strong relationships.

Conclusion

Based on the data gathered, interpretation, and analysis, therefore the researchers conclude that;

1. Table 1 demonstrates how the binomial test was used to calculate the respondents for male and female participants in order to get the precise number of each participant.

2. In table 2, researchers compute both genders—female and male—as well as the table's anticipated results.

3. The researchers calculate the responses from male and female respondents in table 3, and then use the binomial test to identify the total population's satisfaction and to have the proper counts.

4. Table 4 demonstrates the gender-specific and total population satisfaction with this test.

5. The researchers used the binomial test to determine the precise count of each population and the level of each satisfaction, which is shown in table 5 and represents the overall population of age groups from 12–13 to 20–21.

6. The researchers may quickly determine the respondents' total population age from Table 6's participants' ages vs 2.2 using the binomial test, and they can also determine which respondents of these ages are satisfied with the administration method.

7. Table 7 shows how the students are content with the services provided by the school staff. By utilizing this method, the researchers were able to determine the students' satisfaction.

8. With the use of the binomial test, the researchers were able to quickly calculate the amount of feedback received from the students as shown in table 8.

Recommendation:

Based on the findings and conclusions, the researchers have drawn the following recommendation;

1. This study suggests that school services must be a tool for the student's experience of the school administration and get a good satisfaction.

2. This study suggests providing a good school service as it is necessary to equip students in experiencing good administration.

3. Students must get good satisfaction with school services for their experience.

4. School services should show positive work in the educational process to ensure students learn in a safe and supportive learning environment.

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	Website: www.ijarm.com
	Subject: Education
Quick Response Code	
DOI: 10.22192/ijamr.2023.10.06.005	

How to cite this article:

Jonalene Ciara Mae L. Johare, Marlon John Hendrick B. Gonzales, Jiliane L. Cal, Maryjane D. Acosta, Eduard T. Caayaman. (2023). The components behind student administration processes and its effects on student satisfaction. Int. J. Adv. Multidiscip. Res. 10(6): 35-45.

DOI: <http://dx.doi.org/10.22192/ijamr.2023.10.06.005>