



## Research Article

# Alumni Level of Satisfaction on the Services Rendered by the College of Education: Basis for Service Enhancement Planning

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## ABSTRACT



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Alumni associations provide a platform for members of a community who share similar experiences to interact. The main goal is to improve ties between students and alumni while advocating for and contributing to the expansion and improvement of the university in various ways. This study employs a descriptive survey design and analytical approach, using an adapted instrument, conducted on a purposive sample of 102 alumni respondents who attended the annual alumni homecoming activity from various degree programs in the College of Education. The raw data was analyzed using frequency counts, percentages, and ranks. A t-test was used to determine the significant relationship between the variables. The findings revealed that most of the alumni who attended the activity were graduates of the Bachelor of Elementary Education program with one year or less of teaching experience, occupying teaching positions. The alumni were highly satisfied with the quality of instruction in their major and their internship or field experience. In general, they were satisfied with the curriculum and instruction, support, and sports services provided by the College of Education. There was no significant difference in the level of satisfaction with the College of Education's services regarding curriculum, instruction, support services, and extracurricular activities among different degree programs, years of teaching experience, and current teaching positions.

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## Introduction

Colleges and universities typically conduct surveys of their graduates to gather information about their further studies and careers. Institutions of higher education believe that alumni are sources of both knowledge and financial support for their Alma Mater. Alumni offer important perspectives for evaluating academic programs and student services and are often used as a basis for planning. Almost all colleges hold annual alumni homecoming activities to foster good relationships with their alumni. Snijders et al. (2019) emphasized the importance of relationship quality dimensions in higher education for initiating long-lasting relationships with students, even after graduation, and for establishing non-monetary contributions in terms of alumni loyalty.

Alumni become excellent role models for current students and are often in a position to provide useful assistance to students when they begin their professions. Alumni are frequently in a position to use the institution's expertise in their professional careers and even share what they learn about the school with their communities and their professional and social networks (Sperico, 2021). According to Gonzales et al. (2019), tracer studies are a means of ensuring quality and identifying the institution's strengths, challenges, opportunities, and areas for

improvement. In addition, Haza et al. (2022) suggest that the key factors impacting graduate alumni and affecting the university's image and reputation are the level of study and the institution's ability to equip graduates with specific skills.

College of Education at Jose Rizal Memorial State University is one of the essential learning institutions in the university. Enrolling in this institution is a significant investment for individuals that requires evaluating both professional and personal growth. Tracer research tracks the whereabouts of graduates to examine how institutions record demographic profiles and assess the quality of graduates in various workplaces. A study conducted by Simbulan et al. (2021) revealed that alumni were able to obtain employment within a matter of months or 1 to 2 years. Regarding their job satisfaction, they were very satisfied, affirming that their Alma Mater had prepared them well for their profession.

The results of this study will serve as the basis for evaluating the success of the institution's programs, services, and the quality of its graduates. This assessment of the learning institution can serve as a foundation for future curriculum and instructional development. Therefore, this study should be conducted.

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**Theoretical Framework**

This study will focus on the theory that teaching performance depends on instructional competence, as reflected in the performance rating. Many consider Wallace Bacon's (2001) Theory of Performance to be the foundation of performance theory. Bacon believes that the interaction between readers and text lies at the center of education, enriching, extending, clarifying, and even altering the interior and exterior lives of students. Teacher performance evaluation plays a key role in educational personnel reform, making it an important yet difficult issue in education. The Theory of Performance (ToP) develops and relates six foundational concepts (italicized) to form a framework that explains performance and performance improvement. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and the level of performance describes the location on that journey. The current level of performance depends holistically on six components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

Higher education (HE) must focus on providing quality services if it hopes to increase alumni satisfaction levels. The quality of HE services (Tuan, 2012) is highly associated with student and alumni happiness. Quality service can encourage students to form lasting connections with higher education institutions. Over time, this partnership will prompt private colleges to prioritize the needs and expectations of their students. Therefore, satisfaction can cultivate loyalty.

The proposed educational infrastructure and amenities include furnishings, consumables, books, and other learning materials, teaching aids and/or instructional media, educational equipment, and other equipment required to support structured

and ongoing learning processes. In addition to playgrounds, creative spaces, sports venues, land, and buildings, educational infrastructure encompasses administrative rooms, canteen rooms, electricity and services, installations, classrooms, leadership rooms, laboratory rooms, teaching rooms, library rooms, production unit rooms, workshop rooms, and other areas (Wiranto & Slameto, 2021).

**Objectives of the Study**

1. Determine the profile of the respondents in terms of their degree program, years of teaching experience, and current position.
2. Identify the level of satisfaction with the College of Education's services regarding curriculum, instruction, support services, and extracurricular activities.
3. Determine the significant difference in the level of satisfaction with the College of Education's services regarding curriculum, instruction, support services, and extracurricular activities when data are grouped according to degree program, years of teaching experience, and current position.

**Data and Methods**

This study employed a quantitative method of research to collect and analyze quantitative data within research of inquiry to generate conclusions that are more credible or convincing. The study used an adopted instrument of Buenvinida & Yazon (2017) and Gonzales et al. (2017) to purposively sample 102 alumni of the College of Education from the academic year 2002 to 2022 and currently in the teaching position in a state-funded junior and elementary schools of the region who attended the Alumni Homecoming of the College of Education which the researchers conducted the research instrument. After the event, the filled-in questionnaire was retrieved by the researcher, who then tallied the raw data and submitted it to the statistician for data treatment using SPSS version 17.0.

**Results and Discussion**

In Table 1, 102 participants responded to the survey. These responses were divided into several groups based on the degree programs, number of years in teaching and teaching positions.

Table 1. Profile of the participants

Variables	Frequency	Percentage
<b>Degree Programs</b>		
Bachelor of Elementary Education	54	52.94
Bachelor of Secondary Education	48	47.06
<b>No. Of Years in Teaching</b>		
1 and below	42	41.18
2-6	35	34.31
7-11	11	10.78
12 and above	14	13.73
<b>Teaching Positions</b>		
Teacher	97	95.10
Head Teacher	3	2.94
Principal	1	.98
Supervisor	1	.98

There are 54 respondents, or 52.94%, graduated from the Bachelor of Elementary Education program, while only 48 respondents, or 47.06% graduated from the Bachelor of Secondary Education program. In terms of years of teaching

experience, the data revealed that 42, or 41.18%, had 1 year or less of teaching experience, 35, or 34.31%, had 2 to 6 years of teaching experience, 11, or 10.78%, had 7 to 11 years of teaching experience, and 14, or 13.73%, had 12 years or more of teaching

experience. This means that the Number of the College of Education was mostly attended by young professionals with 1 and below in terms of experience in the teaching profession.

In terms of the teaching positions, they currently hold. The table shows that mostly alumni occupy the teacher position,

which accounts for 97 or 95.10% of the total respondents. Additionally, 1 respondent occupies the position of principal and 1 respondent occupies the position of supervisor.

**Table 2**

Level of satisfaction with the services of the College of Education in terms of Curriculum and Instruction

Indicators	Mean	SD	Description
Quality of instruction in your major	3.77	0.49	Very Satisfied
Quality of instruction outside of your major	3.63	0.53	Satisfied
Availability of courses in your major	3.67	0.55	Satisfied
Quality of intellectual challenge in your degree program	3.66	0.54	Satisfied
Scheduling of classes	3.65	0.50	Satisfied
Internship/Field of experience	3.76	0.50	Very Satisfied
<b>Mean</b>	<b>3.69</b>	<b>0.43</b>	<b>Satisfied</b>

Table 2 presents the level of satisfaction with the services of the College of Education in terms of Curriculum and Instruction. The alumni were highly satisfied with the quality of instruction in their major, which received a score of 3.77, and their internship or field experience, which had a mean of 3.76. The rest of the services were rated as satisfactory. This implies that alumni favored teachers who taught major subjects, including those who provided internship experiences. In the Philippines, faculty members who teach major subjects should

be master's degree in their field of expertise. The deployment of interns is based on the policy mandates of the Commission on Higher Education. Haza et al. (2022) opine that the key factors impacting graduate alumni and affecting the university's image and reputation are the level of study and the institution's ability to equip graduates with specific skills. Albina & Sumagaysay (2020) found that respondents stated their first employment was associated with the college program in which they had relevant coursework.

**Table 3**

Level of satisfaction with the services of the College of Education in terms of Support Services

Indicators	Mean	SD	Description
Adequacy of Financial Assistance	3.46	0.63	Satisfied
Quality of academic counseling and academic advising	3.58	0.57	Satisfied
Communication of faculty outside of class	3.56	0.59	Satisfied
adequacy of laboratory facilities and Equipment	3.42	0.64	Satisfied
Adequacy of computer facilities	3.40	0.70	Satisfied
Adequacy of library facilities	3.51	0.69	Satisfied
Library resources and support for coursework and research	3.52	0.67	Satisfied
<b>Mean</b>	<b>3.49</b>	<b>0.54</b>	<b>Satisfied</b>

Table 3 presents the level of alumni satisfaction with the support services provided by the College of Education. Alumni were satisfied with all indicators or services under support. The total mean of 3.49, indicating also means satisfied. Higher education (HE) must focus on the quality of services offered if it hopes to increase alumni were satisfied. The quality of HE services (Tuan, 2012) is highly associated with student and alumni happiness. Quality service can encourage students to form lasting connections with higher education institutions. Over time, this partnership will prompt private colleges to prioritize the needs and expectations of their students. In this manner, fulfilment can foster loyalty. The proposed educational

infrastructure and amenities include furnishings, consumables, books, and other learning materials, teaching aids, and/or instructional media, educational equipment, and other equipment required to support a structured and ongoing learning process. Regarding other spaces and places, such as playgrounds, creative spaces, sports venues, land, and buildings, educational infrastructure includes administrative rooms, canteen rooms, electrical and service installations, classrooms, leadership rooms, laboratory rooms, teaching rooms, library rooms, production unit rooms, workshop rooms, and other spaces (Wiranto & Slameto, 2021).

**Table 4**

Level of satisfaction with the services of the College of Education in terms of Extra Curricular Activities

Indicators	Mean	SD	Description
Participation in Sports Activities	3.65	0.58	Satisfied
Participation in Student Publication	3.38	0.64	Satisfied
Participation in Performing Arts and Music	3.54	0.61	Satisfied
Participation in clubs/Organization's Activities	3.57	0.58	Satisfied
<b>Mean</b>	<b>3.54</b>	<b>0.51</b>	<b>Satisfied</b>

Table 4, alumni expressed satisfaction with their participation in sports activities, which had a mean score of 3.65. They also expressed satisfaction with their participation in clubs/organization activities, which had a mean score of 3.57; performing arts and music, which had a mean score was 3.54;

and student publications, which had a mean score of 3.38. According to Albina and Sumagaysay (2020), the respondents already had jobs, and their first employment was associated with the college program in which they were enrolled, which included relevant coursework.

**Table 5**

Test for a significant difference in the level of satisfaction with the College of Education's services in relation to Degree Programs

Variable	t-value	p-value	Decision
Curriculum & instruction	-0.074	0.941	Not Significant
Support services	0.301	0.764	Not Significant
Extracurricular activities	-0.467	0.641	Not Significant

Table 5 shows no significant difference in the level of satisfaction with the College of Education's services regarding curriculum, instruction, support services, and extracurricular activities among different degree programs. It can be seen that p-

values were all greater than the 0.05 level of significance. Thus, this leads to the rejection of the null hypothesis. This indicates that the mean scores of the respondents by degree programs were close to each other.

**Table 6**

Test for a significant difference in the level of satisfaction with the College of Education's services based on years of Teaching Experience.

Variable	t-value	p-value	Decision
Curriculum & instruction	0.889	0.376	Not Significant
Support services	1.165	0.247	Not Significant
Extracurricular activities	1.296	0.198	Not Significant

Table 6 shows that there are no significant differences in the levels of satisfaction with the College of Education's services for curriculum and instruction, support services, and extracurricular activities among degree programs and years of

teaching. It can be seen that *p-values* were all greater than the 0.05 level of significance. Thus, this leads to the rejection of the null hypothesis. This indicates that the mean scores of the respondents by years of teaching experience were close to each other.

**Table 7**

Test for significant differences in the levels of satisfaction with the College of Education's services based on the current Teaching Position

Variable	t-value	p-value	Decision
Curriculum & Instruction	-0.888	0.377	Not Significant
Support services	-0.613	0.541	Not Significant
Extracurricular Activities	-1.104	0.272	Not Significant

Table 7 shows that there is no significant difference in the level of satisfaction with the College of Education's services regarding curriculum and instruction, support services, and extracurricular activities based on the current teaching position. It can be seen that p-values were all greater than the 0.05 level of significance. Thus, this leads to the rejection of the null hypothesis. This indicates that the mean scores of the respondents, based on their current teaching positions, were similar to each other.

## Conclusion

The majority of the alumni were graduates of the Bachelor of Elementary Education program with one year and below teaching experience and currently hold teacher positions. The alumni expressed high satisfaction in the quality of instruction in their major, as well as their internships or field experiences. Overall, they were satisfied with the curriculum, instruction, support, and sports services provided by the College of Education. The satisfaction level with the College of Education's

services, including curriculum and instruction, support services, and extracurricular activities, was consistent across degree programs, years of teaching experience, and current teaching positions.

### Recommendation

1. The College of Education should develop a program to enhance or improve certain services of the college.
2. Assist the alumni for their promotion.

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