

**STUDENTS' SATISFACTION OF THE STUDENT PERSONNEL
SERVICES OF UM PANABO COLLEGE**



An Institutional Action Research Presented to the
Research and Publication Center
University of Mindanao

by

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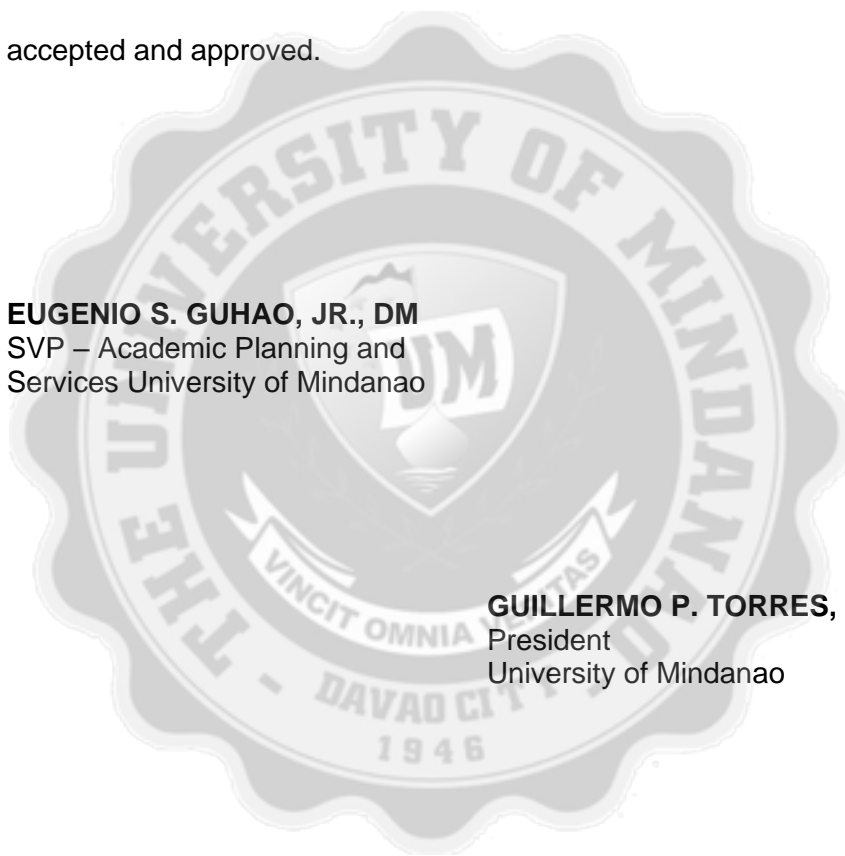
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ACCEPTANCE AND APPROVAL

The action research entitled “STUDENTS’ SATISFACTION OF THE STUDENT PERSONNEL SERVICES OF UM PANABO COLLEGE” by REMECHYL BANDALAN, MERIAM PACIFICA DIGNOS, MA. TERESA BARREDO, DANTE BERALDE, REGGIE CAÑIZARES AND LYNETTE GALLEGO in compliance with the requirements of the Administrative Staff to conduct Institutional Research, University of Mindanao, Davao City, is hereby accepted and approved.

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APPROVAL AND ENDORSEMENT SHEET

The research report entitled “**Students’ Satisfaction of the Student Personnel Services of UM Panabo College**” by Remechyl Bandalan, Meriam Pacifica Dignos, Ma. Teresa Barredo, Dante Beralde, Reggie Cañizares and Lynette Gallego hereby submitted their contribution in support of the efforts of the University of Mindanao in fulfilling its Vision, Mission and Goals.



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PANEL OF EXAMINERS

Approved and accepted after an examination in a final defense on February 11, 2020 in compliance with the requirements of the Administrative Staff to conduct Institutional Research, University of Mindanao, Davao City

Finally endorsed for the approval of the President Guillermo P. Torres, Jr., University of Mindanao, Davao City, through the UM Executive Committee.

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The Researchers

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Abstract

Student Personnel Services (SPS) are welfare amenities provided by an educational institution geared towards harmonious relationship between administration and students. This study on the SPS is being done to measure the satisfaction level of students in terms of the following SPS units; Records and Admission Center, Clinic, Cashier, Office of the Student Affairs, Guidance Services and Testing Center, Student Accounting Office, Learning & Information Center as well as gather comments and suggestions of students for the improvement of the SPS of UM Panabo College.

Descriptive survey was utilized in this research which targeted 10% of the total student population per semester. Student satisfaction was assessed using customer feedback forms. The qualitative comments provided by the respondents were subjected to thematic analysis. The researchers compared the survey results of all the SPS units from First Semester of SY 2015-2016 to First Semester of SY 2017-2018. The researchers were able to gather the following survey responses: 158 students/per month/unit for 1st semester, 2015-2016; 155 students/per month/unit for 2nd semester, 2015-2016; 139 students/per month/unit for 1st semester, 2016-2017; 136 students/per month/unit for 2nd semester, 2015-2016 and 116 students/per month/unit for 1st semester, 2017-2018.

All SPS units; the Records and Admission Center, Clinic, Cashier, Office of the Student Affairs, Guidance Services and Testing Center, Student Accounting Office, Learning and Information Center units obtained a Very High satisfaction level from the SY 2015-2016, 2016-2017 and 2017-2018; for Staff, Facilities and Services and by semesters, 1st and 2nd semester.

Keywords: Students Satisfaction, Student Personnel Services and UM Panabo College

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Introduction

Student Personnel Services (SPS) are welfare services offered by the institution to foster positive interactions between the administration and students and play a crucial role in helping them become more competent and responsible students, (Palli and Mamilla 2012; Gamage, Suwanabroma, Ueyama, Hada, and Sekikawa 2008). As SPS manage, assess, supervise and process operations of the educational institution in accordance with the school's philosophy, mission, values, and goals, including extracurricular activities and discipline systems; they also try to maintain a safe and orderly environment in the school.

However, in order to determine the degree of success or failure in reaching customer satisfaction, the personnel services provided to students in higher education must be planned, administered, overseen, and assessed. This mostly depends on whether good SPS is readily available. The management of the school could not be separated from the provision of personnel services to students. It also plays a significant role in institutional management. According to Uwazurike (2004), student personnel management includes all administrative and supervisory duties and services that are provided outside of the classroom. The coordination and management of SPS in accomplishing the institution's common goals is shown to be one of the duties of institutional management since "the future of any institution depends upon the quality of these students upon completion of their academic program."

Any country's educational system exists to help students develop positive changes in attitude and behavior. Every higher education institution is aware of the paradigm shift occurring in education, which is moving away from subject-centered activities to activities that are learner-centered (MacDonald

and Thompson, 2005).

The majority of studies on student satisfaction LeBlanc, & Nguyen, (1999); DeShields Jr, Kara & Kaynak, (2005); Joseph, Yakhou & Stone, (2005); Hasan, Ilias, Rahman & Razak, (2009) center on the viewpoint of customers. Moreover, there is a new moral prerogative that students have become "customers" and can, as fee payers, reasonably demand that their views be heard and taken into consideration even though it is risky to do so given the current environment of the higher education marketplace (Brown & Mazzarol, (2009); similar to that of the research conducted by Sutardji and Sri (2006).

Customer feedback forms were distributed to students availing the various SPS in order to gather their views, perceptions and assessment for purposes of improvement. The student personnel services that were included in the survey were the Records and Admission Office (RAC), Learning and Information Center (LIC), Guidance Services and Testing Center (GSTC), Office of the Student Affairs (OSA), Cashiering Office (CO), Students Accounting Office (SAO) and Center for Health Services (CHS).

Records and Admission Center receives, compiles and records the grades of the students, issues Transcripts of Records and certificates and other kinds of credentials upon student's request or other authorized entity.

The Learning and Information Center provides and supports the academic instruction, research and programs through organized collections, technologies and reliable information.

Guidance Services and Testing Center offers counseling, testing and enrichment services to the students to meet social, personal, emotional, psychological, and educational adjustment while in school.

The Office of the Student Affairs provides an effective channel for communication between the student body, the administration faculty and

employees. This Office is responsible for the general development of students' life in school. It provides policies to guide the conduct of co-curricular and extra-curricular activities. It is concerned with the student's physical, emotional and spiritual welfare.

Student Accounting Office is in-charge of the accounts receivable from students and provides services to students in support to their non-academic needs for information concerning the breakdown of fees, the computation of their installment payment and all other tuition related services.

The Cashiering Office aims to ensure an effective system of cash flow from the time it is received until it is deposited in the bank and to ensure proper recording, accounting, and reporting of cash to administrators on a regular basis.

The Medical and Dental Services is in charge of health and wellness of students and faculty specifically first aid treatment in case of accidents. It also provides other services such as giving of medicines, BP taking, free medical and dental check-up, free tooth extraction and dressing of wounds.

This research aimed to measure the satisfaction level of students on the various student personnel services at UM Panabo College. Specifically, it sought to answer the following research questions:

1. What is the satisfaction level of students in terms of the following SPS;
 - 1.1 Records and Admission Center
 - 1.2 Clinic
 - 1.3 Cashier
 - 1.4 Office of the Student Affairs
 - 1.5 Guidance Services and Testing Center
 - 1.6 Student Accounting Office
 - 1.7 Learning and Information Center?

2. What are the comments and suggestions?

Method

This descriptive study targeted 10% of the total student population per semester. Student satisfaction was assessed using customer feedback forms. Also, the qualitative comments provided by the respondents were subjected to thematic analysis in order to closely assess the satisfaction of students on how the student personnel services performed based on the survey during office transactions. The researchers compared the survey results of all the SPS units from First Semester of SY 2015-2016 to First Semester of SY 2017-2018. The researchers were able to gather the following survey responses:

- **158** students/per month/unit for 1st semester, 2015-2016;
- **155** students/per month/unit for 2nd semester, 2015-2016;
- **139** students/per month/unit for 1st semester, 2016-2017;
- **136** students/per month/unit for 2nd semester, 2016-2017 and
- **116** students/per month/unit for 1st semester, 2017-2018.

It is believed that the survey responses gathered are more than adequate to offer a good voice that would represent the overall feedback of the students.

To display the statistical findings, tabular data was used to determine the progression of the scores of each SPS unit or area through time.

Results

This chapter consists of the presentation and analysis relevant to the queries in the statement of the problem. Presented both tabular and textual forms with the corresponding logical and profound description of the result;

Table 1 – Level of Satisfaction of SPS units of the School Years 2015-2016 1st and

2nd semesters; 2016-2017 1st and 2nd semesters and 2017-2018 1st semester.

SPS Unit	Level of Satisfaction					Grand Mean per SPS unit	Descriptive Equivalent
	SY 2015-2016 1 st Sem	SY 2015-2016 2 nd Sem	SY 2016-2017 1 st Sem	SY 2016-2017 2 nd Sem	SY 2017-2018 1 st Sem		
RAC	4.90	4.90	4.71	4.75	4.64	4.78	Very High
Clinic	4.66	4.71	4.75	4.82	4.89	4.76	Very High
Cashier	4.64	4.61	4.24	4.77	4.71	4.59	Very High
OSA	4.59	4.60	4.64	4.67	4.64	4.63	Very High
Guidance	4.56	4.59	4.59	4.71	4.75	4.64	Very High
SAO	4.57	4.61	4.61	4.60	4.65	4.64	Very High
LIC	4.32	4.45	4.38	4.49	4.70	4.46	Very High
Overall Mean	4.60	4.63	4.56	4.68	4.71	4.64	Very High

Table above presents the level of satisfaction of SPS units of the school years 2015-2016 1st and 2nd semesters; 2016-2017 1st and 2nd semesters and 2017-2018 1st semester.

For the school year 2015-2016 1st semester, organized in particular order, RAC placed first gaining a mean score of 4.90; followed by Clinic (4.66) then Cashier (4.64), OSA (4.59), SAO (4.57), Guidance (4.56) and LIC (4.32). Overall mean score for all SPS units is 4.60 which is Very Highly Satisfied.

For the school year 2015-2016 2nd semester, arranged in particular order, RAC placed first gaining a mean score of 4.90; followed by Clinic (4.71), then Cashier (4.61) and SAO (4.61), Guidance (4.59) and LIC (4.45). Grand mean score for all SPS units is 4.63 which is Very Highly Satisfied.

For the school year 2016-2017 1st semester, arranged in particular order, Clinic placed first gaining a mean score of 4.75; followed by RAC (4.71), then OSA (4.64), SAO (4.61), Guidance (4.59), Cashier (4.24) and LIC (4.38). Overall mean score for all SPS units is 4.56 which is Very Highly Satisfied.

For the school year 2016-2017-2nd semester, arranged in particular order, Clinic placed first gaining a mean score of 4.82; followed by Cashier (4.77), then

RAC (4.75), Guidance (4.71), OSA (4.67), SAO (4.60) and LIC (4.49). Overall mean score for all SPS units is 4.68 which is Very Highly Satisfied.

For the school year 2017-2018-1st semester, arranged in particular order, Clinic placed first gaining a mean score of 4.89; followed by Guidance (4.75), then Cashier (4.71), LIC (4.70), SAO (4.65), OSA (4.64) and RAC (4.64). Overall mean score for all SPS units is 4.71 which is Very Highly Satisfied.

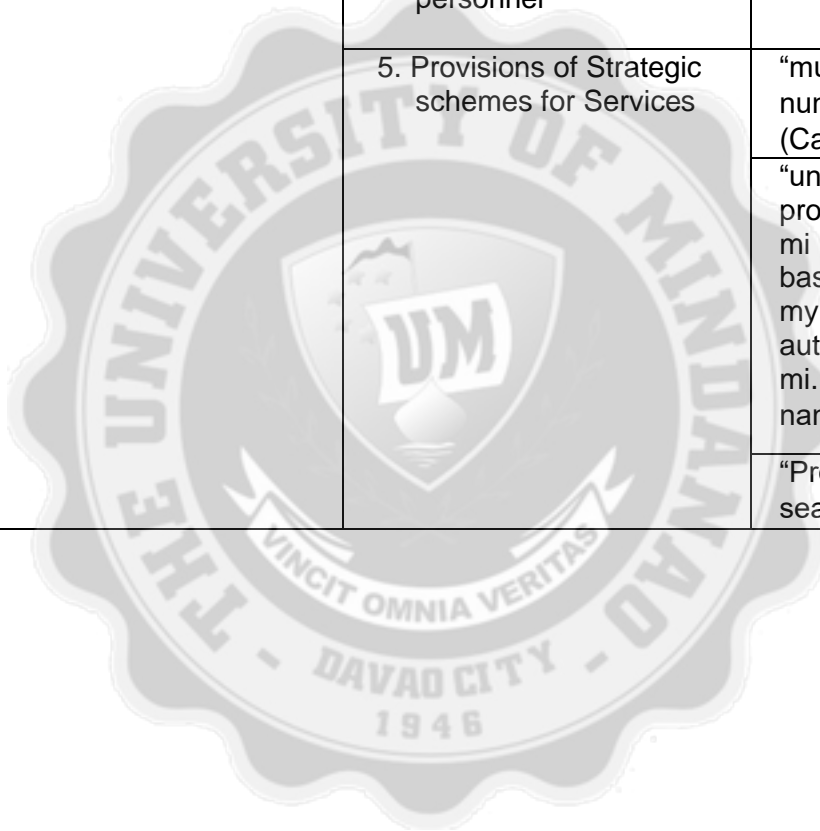
Mean for all SPS units for the consecutive five semesters is 4.64 which is described as Very Highly satisfied.

Table 2. Comments and Suggestions

Superordinate themes	Sub-theme	Codes
Positive Category	Well-trained personnel	"properly trained and skillful" (GSTC)
		"friendly and accommodating" (LIC)
		"approachable all the time" (LIC)
Bases for Improvement Categories	1. Additional working personnel	"dapat dungagan ang staff sa RAC para dali ay lang ang process ug para ang magsunod dili nga-nga"
		"they should hire more employees so the services will be fast (RAC)
		"dapat daghan na ang Cashier para kung ting exam na daghan man mamayad so dapat daghan pud ang Cashier"
	2. Additional equipment	"Enough emergency light during brownout so that the transaction inside the library will continue" (LIC)
		"sana madagdagan ang mga computer for viewing of grades para hindi na siksikan" (RAC)
		Additional bookshelves/cabinet (OSA)

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3. Improve facilities	"Library must be airconditioned"
	"epa tiles dapat ang room sa Guidance. Expand the Office. Ipa-tiles ang Guidance"
	"Provide Comfort Room for Library"
4. Availability of the Office for Night-shift/Extension of hours of service by personnel	"it should be open until 9:30PM" (Clinic)
	"STA from half-day to whole day" (OSA)
5. Provisions of Strategic schemes for Services	"must provide priority number" (Cashiering)
	"unta mas dali ang procedure pag maghulam mi ug books, back to basic na lang unta na pag my ID na mabilin automatic makahuram na mi. kinahanglan man gud namo. Thank you" (LIC)
	"Provide waiting seats" (SAO)



Thematic Analysis

This research study has themes that emerged from the participants' perceptions, comments and suggestions processed from the results of the survey instruments.

Reflected on the above-table are superordinate themes classified into Positive Category from students' comments, suggestions that are positive in nature; the latter are the Bases for Improvement collected from the comments and suggestions from student-customers.

Major Theme 1. The first superordinate theme found was ***Positive Category*** which indicates that SPS units model good behavior towards student-customers. There is only one sub-theme under this major theme which is discussed below.

Sub-theme 1. The first sub-theme generated was ***well-trained Personnel*** which indicated that expertly trained personnel were observed by students. These observations must have been grounded from SPS units' training on good customer service and patience to make students feel at-ease during office transactions. Moreover, students find SPS personnel welcoming, and these are evident on the following statements:

Student AAA said: *"Properly trained and skillful"*.

Student BBB added that *"Friendly and accommodating"*.

Student CCC wrote: *"Approachable all the time"*.

Well-trained Personnel were manifested towards student-customers based on the statements; **“Properly trained and skillful” by (student AAA); “Friendly and accommodating” by (student BBB); “Approachable all the time” by (student CCC)**. Lacobucci, 2018 identified customer satisfaction based on the quality of the service acquired (reliable and tangible cues) and quality in the personnel (responsive, competent, and empathize). He added that customer satisfaction is not about repeat purchases but positive attitudes of customers enjoying the service of the company or brand, student- customers enjoy and feels glad about the services being offered to them by the SPS units. SPS not only undergo trainings and enhancements for the betterment of the services, also, SPS survey are being collated every month, office workers also make actionable plans to every notable comment made by student-customers, moreover feed-backing systems evaluated by peer-group and the direct head in the person of the Director was also being done, so as to support **“Properly trained and skillful” by (student AAA)**. Syed and Conway (2006) as cited by Grover, Dutta and Chakraborty (2011) investigates the factors affecting customer service and one that influence most is the responsiveness of the frontline; as complimented by *Student CCC “Approachable all the time”*. Posselt and Gerstner (2005) exercise the concept of order result, reasoning that customer satisfaction with services is essentially affected by the progression of service experiences as quoted with **“Friendly and accommodating” by (student BBB)** personnel.

Major Theme 2. The second major theme generated was ***Basis for Improvement*** which has the following sub-themes: additional working personnel, additional equipment, improved facilities, availability of the Office for night shift/extension of hours of service by personnel and provision of strategic schemes for services.

Sub-theme 1. The first sub-theme was ***Additional Working Personnel.***

Student customers request to supplement office workers. For an Office which has numerous procedures and processes, the customers need an adequate number of people to cater to their requests. The numerous jobs couldn't be done by one to two persons alone. As per customers' feedback, additional employees are needed to speed-up transactions. There is a need to add staff for RAC to ease processes, and hasten the queuing system. There is also a need to increase the number of Cashiers to manage payees during examinations. To date, there is only one Cashier to cater all transactions by students. During examinations, many students transact payment on exam day which results to a jam at the queuing line. These are all supported from the statements;

Student 1a stated "Dapat dungagan ang staff sa RAC para dali-ay lang ang process ug para ang magsunod dili nga-nga"

Student 1b added "They should hire more employees so the services will be fast"

Student 1c also iterated "Dapat daghan na ang Cashier para kung ting exam na daghan man mamayad so dapat daghan pud ang Cashier"

Stiehler- Mulder and De Meyer- Heydenrych recommended that it is important to identify areas where manpower is needed the most to speed up the process. Records and Admission seriously needs it while students request for records as well as during enrolment. Moreover, hiring additional support staff especially during peak periods can make the services more efficient, (Pillai, et al., 2014). As to RAC and Cashiering, the Offices shall have to request the management to hire additional employees in order to respond to customers in the quickest way possible.

Additional equipment refers to additional office materials/resources/supplies to improve services. For instance, the Office of Student Affairs lacks equipment in organizing their files. In the LIC, student still want to read and study regardless of the inconvenience with surroundings during brownout. Adequate light and ventilation must be provided to students when they use the facilities of the library to study. In the RAC, students view grades to assess their performance, for scholarship renewal, and other pertinent reasons. Often than not, a large number of students queue for viewing of grades with just one (1) unit of computer, so they experience jam during viewing. These observations were manifested by the students through the following statements;

Student 2a told "Enough emergency light during brownout so that the transaction inside the library will continue"

Student 2b capitulated "Sana madagdagan ang mga computer for viewing of grades para hindi na siksikan"

Student 2c stated "Additional bookshelves/cabinet"

As per Onyegegbu, 2001, development of capacity, potentials, self-actualization, appreciation and application of knowledge gained to solve practical problems in the fast technological changing society cannot be achieved, if equipment, teaching techniques and devices are not adapted to the demands of the technological and scientific age in which students have to live and function.

Improve facilities implies that students want offices to add more furnishings/materials to address their needs. In the Library, students need a cool and comfortable place when they read study or do their assignments. Furthermore, the library's location is on the 3rd floor without a restroom. So when a student needs to go to the restroom, it becomes inconvenient to go down the second

floor just to use a restroom. On the other hand, the Guidance Office caters to the psychological or psycho-social needs of the students. Hence, a cozy, friendly, and comfortable atmosphere and environment can go a long way during counseling sessions. These complaints from student-customers are as follows;

Student 3a said "Library must be air-conditioned";

Student 3b told "Epa tiles dapat ang room sa Guidance. Expand the Office. Ipa-tiles ang Guidance"

Student 3c expressed "Provide Comfort Room for Library".

Student satisfaction is of compelling interest to schools and universities as they seek to continuously enhance their services to meet student expectations (Amole, 2009). Loyal customers who felt more convenient during the service tends to repeat that feeling of satisfaction over and over again as meeting the needs of the customers are not enough Jobber and Ellis- Chadwick (2016), it shall reach satisfaction when the final deliverable meets customers' expectation, Alam and Yasin (2010). Appealing environment is also important because it invites customers to avail the products or service, (Grewal & Levy, 2015). However, repetitive unfitting experience of customers may lead to all-inclusive (Sukandi, 2010). On the other hand, there is a positive relationship between the facilities provided by the campus on student satisfaction (Tamilla et al., 2011). Furthermore, Riley and Coleman (2011) have observed that educators frequently indicated that one of the reasons students leave low performing schools is because of poor learning environments. Students have at times voiced similar frustrations (Thayer, 2000). For these reasons, school amenities and the environment in which academic support group functions should be examined for signs of deficiencies that could potentially disrupt student engagement. Engagement, as Kuh, Kinzie, Buckley, Bridges, and

Hayek (2006) argued, is an aspect of student behavior and institutional performance that colleges and universities can seek to improve.

Availability of the Office for night/shift/extension of hours of service by personnel means that students are requesting to extend SPS units to extend services up- to the last period-class. For an institution with three (3) sessions, morning, afternoon and evening, it is just reasonable for the students to request that services are made available up until their last class, especially that of the Clinic. Also, in the case of the OSA serving the entire student population, only one (1) student-assistant working half-day is assigned to assist the designated OSA Head, who is also a full- time faculty member. From these experiences, the students suggested that:

Student 4a conveyed "It should be open until 9:30PM"

Student 4b "STA from half-day to whole day"

OSA shall have to request the management to give additional office personnel instead of a student- training assistant who is a working student in the university to provide prompt and fast service. Other implications should be anticipated like that of extending hours of office workers in the evening to serve another portion/ group of students who still have night classes, S. R., & Woodard Jr, D. B. (2003). As in the case of UMPC, School Clinic has adjusted the schedule of training assistant until 9:30 in the evening. Wilson (2006) emphasized the direct relationship between institutional experiences and students' retention and graduation rates. He further suggested that students who experience difficulty with academics, social life on campus and adjusting to the institutional subculture while in college may feel a need to abandon their higher education goals altogether.

Provisions of strategic schemes for services are ways and means an office can improve its efficiency. One way is by providing priority numbers and waiting

seats specifically for the Cashiering Office and Student Accounting Office. There are actually no seats provided while students are waiting for their turn to transact with SAO. For LIC, in the event that a student forgets to bring his/her borrower's card IDs a way may be devised where he/she can still borrow books. Dewey (1992), as cited by Pasilan (2000) defines an integrated library system as the one that brings together numerous library tasks into one system. It allows the library to have direct control on its automation with great efficiency. It also allows the user to use the library data for the acquisition, as to hasten procedures in borrowing books. It is intensely suggested that LIC shall introduce library systems quite similar with other institutions to better serve the students. These observations and suggestions are reflected in the following statements:

Student 5a uttered "Must provide priority number"

Student 5b stated "Unta mas dali ang procedure pag maghulam mi ug books, back to basic na lang unta na pag my ID na mabilin automaticmakahuram na mi, kinahanglan man gud namo. Thank you"

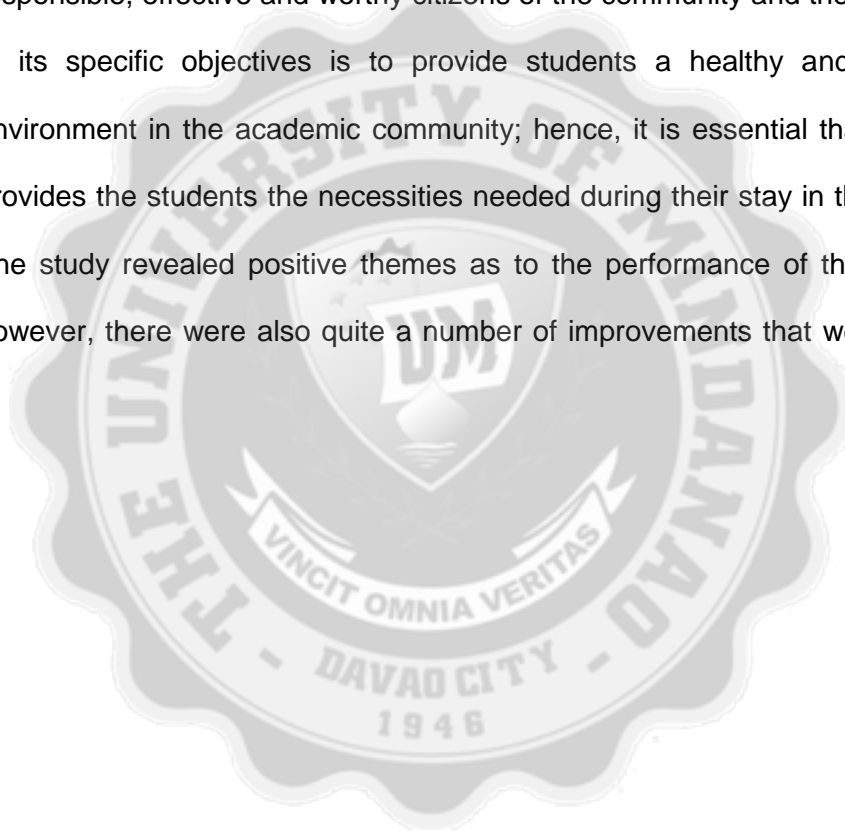
Student 5c stated "Provide waiting seats"

One of the issues of great controversy among educators in tertiary schools is the inadequate equipment and facilities; other believed it to be the manner of utilization of the available equipment and facilities in the universities (Umunadi, E. K., 2011).

Generally, in business, customer satisfaction results in continued patronage of the product. For an educational institution, the products and services are the program offerings and the student services. Thus, the high level of satisfaction to these products and services, leads to a higher income and progress. Mittal, Pankaj and Tsiros (1999) as cited by Line and Johnson (2003) identified indicators affecting satisfaction and behavioral intentions for

the product they acquired, and found out that service satisfaction has a greater influence during the acquisition of service, and product satisfaction is also a greater influence afterwards, Moreover, Ibzan *et al.* (2016) suggested that customer satisfaction shows the general strength of the organization, its prospects and furnished companies with numerous advantages.

University of Mindanao's SPS general objective is to provide its students with personnel services designed to usher them into becoming mature, responsible, effective and worthy citizens of the community and the world. One of its specific objectives is to provide students a healthy and wholesome environment in the academic community; hence, it is essential that the school provides the students the necessities needed during their stay in the institution. The study revealed positive themes as to the performance of the SPS units; however, there were also quite a number of improvements that were observed



Conclusions

All Student Personnel Services; the Records and Admission Center, Clinic, Cashier, Office of the Student Affairs, Guidance Services and Testing Center, Student Accounting Office, Learning and Information Center units obtained a Very High satisfaction level from the SY 2015-2016, 2016-2017 and 2017-2018; for Staff, Facilities and Services and by semesters, 1st and 2nd semester.

Recommendation

The success of higher institutions depends greatly on the satisfaction of its stakeholders – the students. This underscores the importance of SPS in higher educational institutions. It is not just enough to provide these services but it is also important to ensure that they are efficiently managed or administered. The following are some suggested strategies for improving the management of students' personnel services;

1. Some SPS units do not have adequate number of staff to provide student services. Hence, HRMD may look into the ratio of employee to student population to ensure that SPS units are adequately staffed.
2. As to facilities, the school may look into the current facilities of the Library to improve its ventilation. A comfort room near the library may be beneficial for the students.
3. This study found out that the customer service-skills, personality, friendliness, amiability were the strengths of the Student Personnel Service units and thus need to be maintained. However, there is a need to hire additional office workers who are willing to extend hours to cater evening students
4. A mechanized queuing system especially during enrolment will help improve the services given by UMPC's Admission personnel.

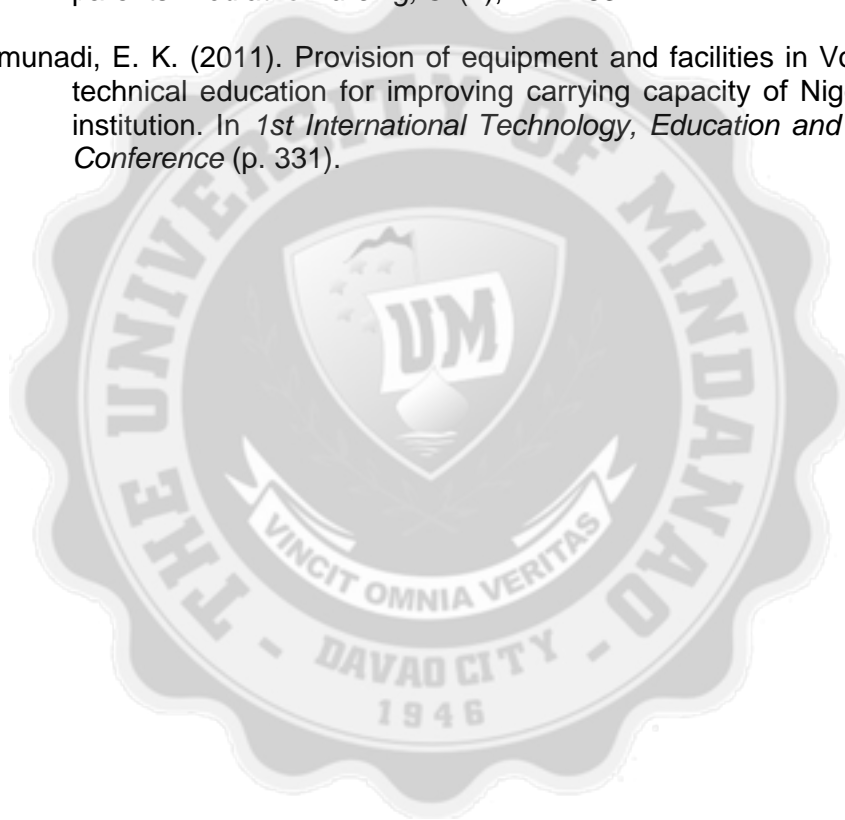
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APPENDICES Plagiarism Scan

The screenshot shows the Turnitin Feedback Studio interface. The document title is 'Mech Bandalan' and the subject is 'STUDENTS' SATISFACTION OF THE STUDENT PERSONNEL...'. The overall similarity score is 13%. The report includes an 'Introduction' section with the following text:

Introduction

The purpose of education in any nation is to effect desirable changes in attitude and behavior in the learners. There is a paradigm shift in education from subject-centered to learner-centered activity and in so doing, cognizant to every higher education institution is how support services are being delivered to students (MacDonald & Thompson, 2005). Student personnel services (SPS) are welfare services provided by the institution in order to have harmonious relationships between the administration and students (Palli & Mamilla, 2012; Gamage, Suwanabroma, Ueyama, Hada & Sekikawa, 2008) and provide the indispensable role of assisting them, be better and responsible learners.

Students' personnel services in higher education need to be planned,

The right sidebar shows a 'Match Overview' with a total of 13 matches. The matches are listed as follows:

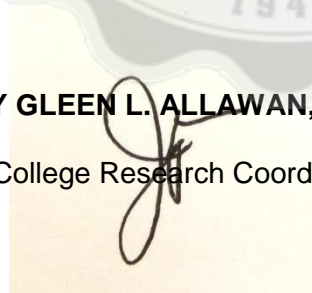
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At the bottom of the screenshot, there is a watermark for 'THE UNIVERSITY OF THE PHILIPPINES - DAVAO CITY - 1946'.

Remechyl Bandalan
Meriam Pacífica Dignos
Ma. Teresa Barredo
Reggie Cañizares
Dante Beralde
Lynette Gallego

Congratulations 13%
 (January 17, 2022)

JOVANY GLEEN L. ALLAWAN, MST
 UMPC- College Research Coordinator



STUDENTS' SATISFACTION OF THE STUDENT PERSONNEL SERVICES OF UM PANABO COLLEGE

ORIGINALITY REPORT

13%	13%	3%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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4	www.slideshare.net Internet Source	2%
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6	www.coursehero.com Internet Source	1%
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IMRaD_SPS PANABO REV_1

Introduction

The purpose of education in any nation is to change attitudes and behaviors in the learning paradigm shift in education from subject-centered activity. In so doing, cognizant to education institution is how support services to students (MacDonald & Thompson, 2001) services (SPS) are welfare services provide have harmonious relationships between the students (Palli & Mamilla, 2012; Gamage, S Ueyama, Hada & Sekikawa, 2008) and provide role of assisting them, be better and responsible. Students' personnel services in higher education planned, administered, supervised, and evaluated extent of success or failure in achieving service dependent on the availability or otherwise

Performance

Text score: 95 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions. **95**

Word Count

Characters	48,710	Reading time	27 min 11 sec
Words	6,797	Speaking time	52 min 17 sec
Sentences	523		

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Word length	4.7	Above average
Sentence length	13	Above average
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95 Overall score See performance

Goals Adjust goals

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Clarity Clear

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Delivery

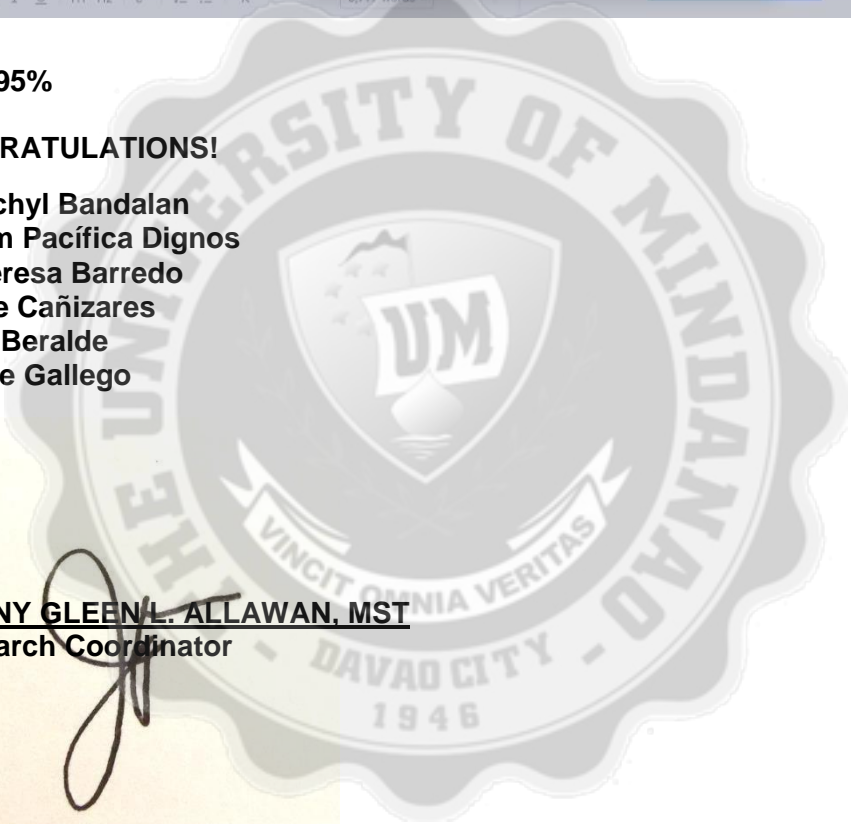
Plagiarism

95%

CONGRATULATIONS!

**Remechyl Bandalan
Meriam Pacífica Dignos
Ma. Teresa Barredo
Reggie Cañizares
Dante Beralde
Lynette Gallego**

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Research Coordinator



IMRaD_SPS PANABO REV_1

by Jovany Allawan

General metrics

48,711	6,797	523	27 min 11 sec	52 min 17 sec
characters	words	sentences	reading time	speaking time

Score

95

This text scores better than 95% of all texts checked by Grammarly

Writing Issues

186

Issues left

55

Critical

131

Advanced

Plagiarism



Bio-profile of the Researchers



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EDUCATIONAL BACKGROUND

Primary : Panabo Central Elem School
Panabo City – SY
1992-1993
Graduated Salutatorian

Secondary : Maryknoll High School of Panabo
S.Y. 1995-1996
Service Awardee (Sto Niño Parish &
MHSP) Lectors Ministry, Choir/Glee Club,
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Tertiary : University of Southeastern Philippines
Bo. Obrero, Davao City
Units in Mechanical Engineering SYs 1996-1998

Notre Dame University
Cotabato City
Units in Bachelor of Arts in Psychology

Nunnery Formation: Carmelite Sisters of Charity-Vedruna, Cotabato City
Postulancy
Stage 1998-
2000

Degree: University of Mindanao, Matina,
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Graduated Bachelor of Science in Psychology

Graduate School: UM Tagum College
Master in Management (Human
Resource Mgt) CAR up to Special
Projects

Graduate School: San Pedro College
Master of Arts in Guidance and
Counseling TW - present

ORGANIZATION/AFFILIATION

Active Member Davao Association of Guidance and
Counseling Org (DAGCO) August 2019-
August 2020

SEMINARS AND TRAININGS ATTENDED

- ***GSCT's Post Debriefing Activity: Emotional Regulation and Mindfulness*** AVR1, Social Science Bldg, UM Bolton Campus, May 23-24, 2019
- ***GSTC's Mental Health First Response Training*** AVR1, Social Science Bldg, UM Bolton Campus May 10, 2019
- ***Understanding the Dynamics of Suicidology: Awareness and Prevention Initiatives*** Auditorium, DPT Bldg, UM Matina Campus, Davao City, June 9, 2018



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Primary : Kinanga Elementary School, Don
Marcelino, Lawa, Davao del Sur – S.Y.
2002-2007

Secondary : Leon Garcia Sr. National High School, Brgy.
Leon Garcia, Agdao, Davao City – S.Y. 2007-
2011

Tertiary : University of Mindanao, Matina, Davao City
A.Y. 2011-2016

Course : Bachelor of Library and Information
Science Graduate School: University of Mindanao Davao City
A.Y. 2017 (36 units earned)

ORGANIZATION/AFFILIATION

Oasis Family Ministries, Inc.	Youth Leader	2011-2019
	Kids Teacher	2011-2015

SEMINARS AND TRAININGS ATTENDED

- **2nd LIS Lecture Series** UM Matina Campus Davao City
November 26, 2019
- **PLAI National Congress 2019 and General Assembly**
Tagaytay International Convention Center
Tagaytay City
November 19-22, 2019
- **Orientation on Campus Security and Safety Procedures
vis-à-vis Mandatory 8-hour Occupational Safety and
Health Seminar for Workers**
UMPC Audio-Visual Room
Panabo Campus, Davao del Norte
August 19, 2019
- **The Future of Work and Bridging the Industry-Academe Skills
Gap**
Auditorium, DPT, UM Matina Campus,
Davao City July 26, 2019
- **LIC Echo Seminar**
Audio Visual Room, LIC Matina Campus, Matina,
Davao City July 23, 2019
- **8th SPC-LRC Seminar-
Workshop** San Pedro
College, Davao City
June 4-5, 2019



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Secondary : Maryknoll High School of Panabo, Panabo City
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Tertiary : University of Mindanao, Bolton St. Davao City
A.Y. 1978- 1982

Course : Bachelor of Science in Commerce, Major in Accounting

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MBA- CAR

ORGANIZATION/AFFILIATION

**Santisima Catholic Community – Lectors’ Coordinator Auditor
SEMINARS AND TRAININGS ATTENDED**

- **Bangko Sental ng Pilipinas-The New Generation Currency (NGC)
Seminar, Davao City, Philippines on September 14, 2019**



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Tertiary : University of Mindanao, Matina Campus, Davao City Davao del Sur – S.Y. 2004 - 2007
Course : Bachelor of Science in Computer Science

SEMINARS AND TRAININGS ATTENDED

- ***“Philippine Society of Information Technology Educators (PSITE)”***
University of Immaculate Conception Auditorium, Davao City
- ***“Environmental Synergy: Resilience through Coherent Awareness”***
Grand Regal Hotel, Lanang, Davao City November 19-21, 2018 and March 27-29, 2019



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Technical : University of Mindanao, Bangoy st., Davao City
A.Y. 1997-1998
: Southern Mindanao Institute of
Technology S.Y 2002-2003
Course : Consumer Electronics Technician
Information Technology -IT

SEMINARS AND TRAININGS ATTENDED

- **Laboratory Safety Training Seminar**
UM Bolton St. Davao City
November 23, 2019
- **Orientation on Campus Security and Safety Procedures
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UMPC Audio Visual Room,
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August 19, 2019



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Secondary : Maryknoll High School of Panabo
Panabo City SY 1979-1983
Tertiary : Capitol University
Cagayan De Oro City SY 1983-1989 Course :
Bachelor of Science in Nursing

ORGANIZATION/AFFILIATION

Davao Nurses Association Sept. 2017- Aug. 2019

SEMINARS AND TRAININGS ATTENDED

- **BOSH Training**
Humberto's Hotel, Davao
City Oct.1-6, 2018
- **EMERGENCY RESPONDERS TEAM TRAINING**
AVR, UM Panabo
Dec. 3- 5, 2018

