

Mat Graduate Students' Experiences And Satisfaction With The Educational Services Of Omsc Graduate School

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Abstract.

This descriptive-correlational study determined the learning experiences and satisfaction of the Master of Arts in Teaching English and Filipino program graduates in Occidental Mindoro State College Graduate School. The study was conducted from January 2021 until August 2021 at OMSC Labangan Campus, San Jose, Occidental Mindoro. A total of 25 respondents selected through simple random sampling participated in the study. Self-made questionnaire was the main instrument used in gathering data for the study. Data gathered were analyzed using frequency and percentage, weighted mean, and Pearson-r moment correlation. The respondents are middle-aged females who took Master of Arts in Teaching English, a regular rank and file employees whose monthly income is Php 21,000-30,000. The extent of their learning experience is very high and with an overall high satisfaction level in terms of administrative support, faculty, curriculum, and student services. There is a relationship between profile, the extent of experience, and the level of satisfaction. Profile variables influence satisfaction. The provision of quality higher education services enhance graduate students' learning experience and can influence their level of satisfaction.

Keywords: *profile, learning experiences, level of satisfaction, MAT program, Graduate School*

I. INTRODUCTION

Rapid modifications have overwhelmingly imposed higher educational institutions due to dynamic local and global developments over the recent decades to survive in the service industry and meet the gradually increasing role of the information and communication revolution. In this respect, monitoring the outcomes of teaching and learning experiences has emerged as a primary goal for higher education institutions to deliver effective teaching and learning to their students. A satisfied student is adopted as one of the sources of competitive advantage with various outcomes, including student loyalty and retention (Celik, Kemal, Oktay, & Ozen, 2017). Many higher education institutions (HEIs) around the world regularly evaluate the multifaceted aspects of their students' school-based experience. The evaluations are done often go beyond the confines of assessing the quality of teaching and learning. Customer satisfaction surveys (CSSs) are done to identify areas and measure the extent of satisfaction and dissatisfaction based on students' school-based experiences. When these two-pronged assessments are done, they serve the dual purpose of showcasing the institution's best services and flagging down grey areas that necessitate improvements and interventions. Reducing the number of dissatisfying experiences among students may not be an easy task, but if made successful, improved student recruitment, retention, and ultimately financial stability for any institution ensues (Pizzaro, 2019).

Accordingly, Occidental Mindoro State College (OMSC) is premier higher education institution that develops locally responsive, globally competitive, and innovative professionals. Towards this end, the OMSC Graduate School actively achieves this vision by meeting the students' needs and expectations and paying close attention to the value of their graduates' skills and abilities in society and their perceptions of their educational experience at OMSC Graduate School. During their stay as students, knowledge is imparted to them to develop their intellectual capacities and their moral and social characters. Hopefully, these

students were molded by the school to adjust well with their work and their relation in the family and the community. In 2019 Graduate School program accreditation conducted by AACUP, it was recommended that research about students' satisfaction and the impact of graduate programs should be conducted to find out whether OMSC Graduate School has contributed to the well-being of its graduates and students. Knowing how the Graduate School contributed to the work performance of its students and in the neighboring communities is beneficial so that things found to be lacking, the school may do corrective actions. As stated by Encio, Refozar, & Laguader (2018), academic institutions are also business enterprises that cater to the requirements of the clients and stakeholders. Therefore, there should be a commitment to address the gap to make the curriculum relevant to the needs and demands of the industry and the customers for the sustainable graduate degree program and economic development.

It is high time for the OMSC Graduate School to identify the extent of experiences and level of students' satisfaction since it has gone a long way in offering a Master of Arts in Teaching (MAT) program with majors in English and Filipino. It has been operating for several years and has produced many graduates. Student satisfaction metrics enable universities to define their strengths and the areas for improvement. It is critical to note the degree to which students are satisfied to understand the complexity of satisfaction towards student learning experience (Bahian, Obano, Sodomia, Baltonado, & Rodriguez, 2021). Furthermore, more research is needed in thoroughly investigating specific experiences that can enhance students' socially responsible mindsets and the role graduate education might have in instilling these learning experiences (Choi & Choi, 2020). Thus, a study is needed to determine the learning experiences and satisfaction of its graduates. Results of this study can be used to guide the institution in improving the quality, delivery, and relevance of its graduate degree programs and in formulating strategies to enhance the learning experiences and satisfaction of its graduates. Understanding and identifying the connection of the variables mentioned above are vital for the institution and students' success. The findings regarding the learning experience and satisfaction of MAT graduates can be used as one of the performance indicators of OMSC as a higher education institution. Thus, this study was conducted.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the MAT graduate students' extent of experiences and level of satisfaction with the educational services offered in the OMSC Graduate School. Specifically, it has the following objectives:

1. Determine the profile of the graduates of the MAT program in OMSC Graduate School in terms of: age, sex, major, employment status, job level, and monthly income;
2. Assess the extent of learning experiences of the graduates of MAT program in OMSC Graduate School in terms of: relevance of the program to the professional requirements, skills learned, learning environment, and quality of program delivery;
3. Find out the level of satisfaction of the graduates of the MAT program in OMSC Graduate School in terms of administrative support, faculty, curriculum, and student support services.
4. Test if there is a significant relationship between the profile, extent of learning experiences, and level of satisfaction in the MAT program.

III. CONCEPTUAL FRAMEWORK

The research paradigm that guided this study is presented in Figure 1 below. As shown, the study investigated the relationship between profile, the extent of learning experiences, and level of satisfaction of the MAT graduates in the educational services offered by OMSC Graduate School. The relationship of the variables used in this study is supported by Ammigan, Dennis, and Jones (2021). They stated that quality (the relationship between expectations and performance) and value (the relationship between what was received and what was given) lead to satisfaction (whether something met or exceeded expectations). Together these three factors of quality, value, and satisfaction influence behavioral intentions—that is, a conscious plan to perform a specific behavior.

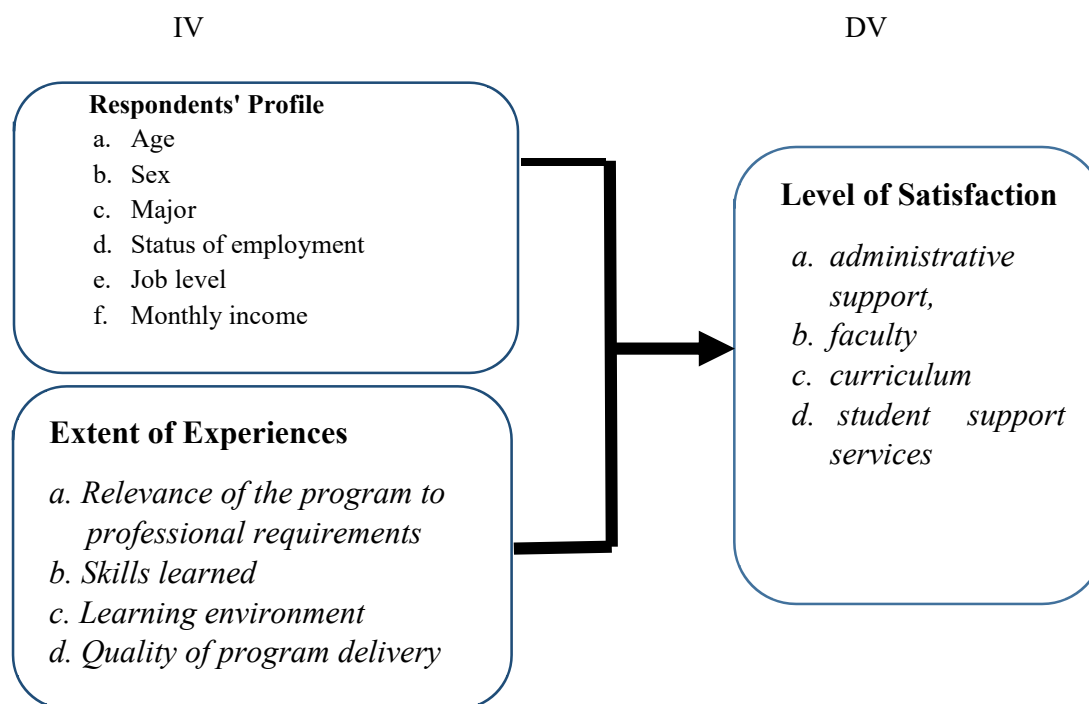


Fig 1. Research paradigm

IV. THEORETICAL FRAMEWORK

This study is anchored on the theory of the Expectation Confirmation theory and on Life Satisfaction theory. The Expectation Confirmation Theory (ECT) examines how consumers' expectations, when coupled with satisfaction, might impact future purchasing decisions. The theory suggests that satisfaction will result when a product or service outperforms expectations (positive disconfirmation). On the other hand, dissatisfaction will result when a product fails to meet expectation (negative disconfirmation) (Baillie, 2015). In the higher education context, HEIs who offer Graduate programs must consider the students' learning experiences so that the all the educational undertakings of the HEIs will be geared towards the attainment of the highest level of student satisfaction. The study is based on the life satisfaction theory. Life satisfaction is the evaluation of a person's life in general and not the level of happiness. It is broader in scope than happiness. It is considered as an overall feeling about life, and how pleased one is with his life. The following factors contribute to life satisfaction: earned educational experiences, environment, employment, intimate relationships, respectful relationships, circle of peers, personal development, health and wellness, and others. Life satisfaction may vary depending on the factors that are found meaningful by the person (Ackerman, 2020).

V. METHODOLOGY

This study utilized a descriptive – correlational research design to determine the respondents' profile, experiences, and satisfaction in the educational services of OMSC Graduate School. A total of 25 randomly selected MAT graduate students from AY 1993 until 2020 were the study's respondents. The study was conducted at OMSC Graduate School in Labangan, San Jose, Occidental Mindoro, from January 2021 until August 2021. A self-made survey questionnaire was the main instrument in gathering data for the study. It was sent to the respondent's email and messenger. Data collected were recorded, tabulated, and analyzed using descriptive statistics such as frequency and percentage, weighted mean, and Pearson-r Moment Correlation.

VI. RESULTS AND DISCUSSION

The profile of the graduates of the MAT program in the OMSC Graduate School

Professionals are now seeking advanced studies in graduate school to enhance their knowledge and skills that can help effectively and efficiently perform their work assignments. They keep on believing that they need to wait the right time for them to be considered for the next promotion, and one of their preparations is through taking advanced studies wherein their experience in the company will be supported by their educational background (Encio, Refozar, & Laguader, 2018). As participation in graduate program rises, it is critical to ask who is enrolling, which programs they are choosing, whether they complete their degree and how their investment in education beyond the bachelor's degree pay off (Baum & Steele (2017). Table 1 shows that there are more middle age (48%) female (76%) graduate students who responded to the study, mostly took Master of Arts in Teaching English (64%), holding a rank and file job level, and their monthly income ranges from Php 21,000 to 30,000.00. Baum & Steele (2017) supported the study's findings that 53% of Asian graduate students pursued master's degree programs as participation in graduate programs rose. However, race, ethnicity, and gender are not the only characteristics differentiating students who enroll in master's degree programs. Income, age, and institutional sectors are also additional factors to be considered in pursuing a master's degree.

Table 1. The profile of the Graduates of MAT programs in OMSC Graduate School.

Indicator	Grouping	Frequency	Percentage
Age	20-29	12	48.0
	30-39	5	20.0
	40-49	5	20.0
Sex	Male	6	24.
	Female	19	76
Major	English	16	64
	Filipino	9	36
Employment status	Contractual	4	16
	Regular	21	84
Job Level	Administrator	1	4
	Unit Head	1	4
	Rank and File	23	92
Monthly Income	11,000-20,000	5	20
	21,000-30,000	15	60
	31,000-40,000	1	4
	41,000-50,000	2	8
	51,000 and above	2	8

The respondents' extent of experiences in the educational services in OMSC Graduate School

Providing a learning experience is effective in promoting students' long-term engagement in their field of work. Thus, graduate education should focus on offering learning experiences that foster student development. Furthermore, to lay the foundations for graduate students to develop as professionals in higher education, understanding their experiences that influence their development as professionals. Therefore, learning environments that can be designed in graduate education to support their development of professionalism are very much needed (Choi & Choi, 2020). Students' views about their experience in higher education are considered very important to examine the quality of education provided by the universities, since students are the main stakeholders and play a vital role in the profitable functioning of higher education institutions (Yasmin, Li, Zhay, Poulouva, & Akbar, 2021).

The mean analysis in Table 2 reveals that the learning experiences in the educational services offered by the OMSC Graduate School gained an overall mean of 4.72, interpreted as very high. These extent of experiences are reflected in the relevance of the program to the job requirements (4.75), skills learned (4.69), learning environments (4.68), and quality of program delivery (4.78). The findings above imply that

OMSC Graduate School has provided very satisfactory higher education services specified in the learning experiences of its clientele. Their experiences make them understand their assigned tasks better and inspire them to excel in their studies. The school has been said to be conducive to learning, with the involvement of students mainly focusing on classroom activities and discussions that they find healthy and fulfilling. The environment facilitates enjoyable learning in students. Even for those enrolled as part-time students, the distance from work to school is not so demanding as faculty members are given some consideration (Almeda, 2014).

Table 2. The extent of experiences of the respondents in the educational services of OMSC Graduate School.

Indicators	Mean	Description
Relevance of the program to the job requirements	4.75	Very High
Skills learned	4.69	Very High
Learning Environment	4.68	Very High
Quality of the Program Delivery	4.78	Very High
Learning Experiences	4.72	Very High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Moderate; 3.51-4.50 High; 4.51-5.00 Very

The respondents' level of satisfaction with the educational services in the OMSC Graduate School

When academic institutions seriously use the results from student satisfaction surveys to better their various educational products and services, they often see the value of the student satisfaction approach in ensuring their sustainability and competitive advantage (Pizzaro, 2019). The mean analysis in Table 3 reveals that the overall level of satisfaction of the respondents with their academic experiences in Graduate School is high (4.47) in terms of administrative support (4.26), faculty (4.65), curriculum (4.79), and student support services (4.08). The findings imply that the higher education services provided by OMSC Graduate School meet the needs of its clientele. Thus, it can be deduced from the above results that student satisfaction is focused on the educational experience, programs, and facilities enjoyed during the learning process by students. The satisfaction level is a function of the relative level of experiences and perceived performance of educational services provided by higher educational institutions (Bahian, Obano, Sodomia, Baltonado, & Rodriguez, 2021).

Table 3. The respondents' level of satisfaction with the educational services of OMSC Graduate School.

Indicators	Mean	Description
Administrative Support	4.26	High
Faculty	4.65	Very High
Curriculum	4.79	Very High
Student Support Services	4.08	High
Satisfaction	4.44	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Moderate; 3.51-4.50 High; 4.51-5.00 Very

Relationship between respondents' profile, the extent of learning experiences, and level of satisfaction in the educational services in the OMSC Graduate School

Educational service factors such as education quality, education-related activities, and co-curriculum activities affect students' satisfaction. It can be said that students' satisfaction depends not only on curriculum activities but also on other co-curriculum activities. Providing good quality educational services can ensure greater satisfaction of students in higher educational institutions (Mahbubur, Shanin, Ferdoushi, Sutonya, & Sirirat, 2020). The spearman correlation in Table 4 shows a moderate positive correlation between respondents' profile and satisfaction level as reflected in the .588 correlation coefficient. Thus, results indicate that the profile of the respondents affects the extent of satisfaction in the higher education services provided by OMSC Graduate School to MAT students. The findings of the study are supported by Yasmin, Li, Zhay, Poulouva, & Akbar (2021) that personal factors that are found to influence students' satisfaction levels are age, gender, temperament, employment, students' average grade point, and preferred learning style

[45]. Thus, to make sure that students are satisfied, higher educational institutions shall contemplate personal factors. There is a very high positive correlation between learning experiences to learning satisfaction (.705). This shows that graduate students are satisfied with the learning experiences they got at the OMSC Graduate School. The study's findings are supported by Ammigan, Dennis, and Jones (2021) the quality of teaching, among other factors, to be an important determinant of student satisfaction. It was also found that teacher expertise, quality of courses offered, learning environment, and classroom facilities all enhanced satisfaction.

Table 4. Relationship between respondents' profile, the extent of learning experiences, and level of satisfaction in the educational services in the OMSC Graduate School.

Variables	Correlation Coefficient	Description
Profile to Satisfaction	.588	Moderate Positive Correlation
Learning Experiences to Satisfaction	.705	Very High Positive Correlation

Scale: .000-.300 Negligible; .301-.500 Low correlation; .501-.700 Moderate correlation; .701-.900 High correlation; .901-1.000 Very High correlation

VII. CONCLUSION

Based on the previous results and discussion of the study, the following conclusions were drawn:

1. The majority of the respondents are middle-aged females who took Master of Arts in Teaching English, regular rank and file employees, and minimum wage earners.
2. The OMSC Graduate School provides very favorable learning experiences, specifically in the program's relevance to the professional requirements, skills learned, learning environment, and quality of the program delivery.
3. The OMSC Graduate School provides quality services to its clientele regarding administrative support, faculty, curriculum, and student support services.
4. The profile attributes of the graduates of the MAT program influence their extent of experience and level of satisfaction.

VIII. RECOMMENDATIONS

The following are the recommendation of the study:

1. The OMSC Graduate School may sustain the favorable learning experiences of its stakeholder by continuously updating the facilities, faculty, and curriculum.
2. The OMSC Graduate School may sustain the quality of the services they provide to their stakeholders by continuously monitoring the level of satisfaction of their cleinteles and crafting an intervention programs to areas of services that needs improvement.
3. A study maybe conducted along this line by including employability status, students from other programs, and industry partners.

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