

# Facilities and Services: An Assessment of Academic Institutions in Nueva Ecija

Mercy V. Torres, Eminiano P. Manuzon

**Abstract**— Academic institutions face a lot of challenges and hurdles and one of it is to provide facilities and services that will meet the users' satisfaction. This paper evaluated the services of academic institutions in Nueva Ecija in terms of library, infirmary/clinical, food/canteen, and guidance counseling services. Also, this paper evaluated the facilities of academic institutions in terms of classrooms, comfort rooms, gymnasium and computer laboratories. This paper used the descriptive method. The researcher circulated a survey questionnaire to a total of 162 college students. Based on the results, the researcher drawn two conclusions. First, the services provided by academic institutions satisfied their respective students, notably the clinic and the guidance counseling office. Thus, it is recommended that the academic institutions look and improve the canteen services in order to satisfy their respective students. Second, the facilities which are classrooms, gymnasium and computer laboratories provided by academic institutions moderately satisfied their respective students. Thus, it is recommended that the academic institutions focus on the renovation and improvement of comfort rooms as it notably dissatisfied most of their respective students.

**Keywords**— Facilities, Services, Academic Institutions.

## I. INTRODUCTION

Academic institutions face a lot of challenges and hurdles and one of it is to provide facilities and services that will meet the users' satisfaction. An interest in receiving input on the quality of their facilities and services is important for educational institutions, especially private ones (Oluwunmi et al., 2016). Academic organizations agree that means of enhancing key service performance should be identified and enforced where applicable (Farber & Weiss, 2011). An updated curriculum must be provided by academic institutions; new infrastructure and equipment; efficient student services; proactive organization and management to support and optimize student learning (Laguador&Dotong, 2013).

The adequacy and quality of the school facilities affect the morale of the students and their academic performance, as it follows that facilities must not only be available, but must be adequate and in good condition to encourage the achievement of higher education among the students (Isa &Yusoff, 2015). In our academic institutions, considerations such as lack of funding, hardware, telephone, and networking infrastructure are terribly insufficient (Gambari&Okoli, 2007).

The academic institutions should be aware of the services that are critical and most important for teaching and studying students, as well as the campus environment that directly affects them in achieving academic excellence (Ramli et al., 2018). It is not easy to determine and assess the satisfaction of students with their educational experiences but it can be very helpful for the university to build strong relationships with their existing and potential students (Hanaysha et al., 2011).

With the foregoing insights, the researcher would like to assess the services and facilities offered by and provided by the academic institutions in the province of Nueva Ecija. With this paper, it will help sought the attention of the academic institutions on the needs of students as this could be a factor of academic achievement.

## II. CONCEPTUAL FRAMEWORK

Institutional factors classified as educational material and usefulness have a minor impact on students' academic performance, while the category of people and infrastructure has a moderate impact (Santos & Celis, 2020).

Facilities in terms of staff skills, which are specifically interested in pedagogy; classroom, library, school houses,

and the like are very important to high academic achievement (Owoeye&Olatunde, 2011).

The provision of facilities such as conducive offices, instructional materials, classrooms, laboratories, electricity supply, water supply, road network and information services should be taken into consideration (Babatope, 2010).

### III. OBJECTIVES OF THE STUDY

This paper evaluated the services of academic institutions in Nueva Ecija in terms of library, infirmary/clinical, food/canteen, and guidance counseling services. Also, this paper evaluated the facilities of academic institutions in terms of classrooms, comfort rooms, gymnasium and computer laboratories.

### IV. METHODOLOGY

This paper used the descriptive method. Descriptive approach is intended to collect knowledge about presenting current situations (Camic et al., 2003). The researcher circulated a survey questionnaire with likert-scale responses (Vagias, 2006) to a total of 162 college students consisting of 60 male students and 102 female students from different academic institutions in Nueva Ecija.

### V. RESULTS AND DISCUSSIONS

Table 1.1. Library Services

Statement	Weighed Mean	Verbal Interpretation
The librarian is concerned with the needs of the students.	3.19	Moderately Agree
The librarian and other librarian personnel are approachable.	3.13	Moderately Agree
The collection of textbooks and other reading materials are available.	3.14	Moderately Agree
The library has a conducive learning environment which can be compared to a classroom.	3.20	Moderately Agree
The library offers e-library	3.42	Agree

services including e-books, e-journals and other online references.		
Average Weighed Mean	3.21	Moderately Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 1.1 illustrates the evaluation of library services. Based on the gathered data, it can be noted that the 5<sup>th</sup> statement, 'the library offers e-library services including e-books, e-journals and other online references' got the highest weighted mean ( $\bar{x} = 3.42$ ) which can be interpreted as agree. While, the 2<sup>nd</sup> statement, 'the librarian and other librarian personnel are approachable' got the lowest weighted mean ( $\bar{x} = 3.13$ ) which can be interpreted as moderately agree. Overall, the respondents moderately agreed ( $\bar{x} = 3.21$ ) to the positive statements about the services provided by the library.

Table 1.2. Infirmary/Clinical Services

Statement	Weighed Mean	Verbal Interpretation
The health workers/personnel are approachable.	3.43	Agree
There are medicines available in times of need.	3.68	Agree
The students undergo series of laboratory examination.	3.38	Moderately Agree
There is always a doctor/nurse-in-charge in the clinic/infirmary.	3.54	Agree
The clinic/infirmary maintains and protects the general health of the students.	3.53	Agree
Average Weighed Mean	3.51	Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 1.2 illustrates the evaluation of infirmary/clinical services. Based on the gathered data, it can be noted that the 2<sup>nd</sup> statement, 'there are medicines available in times of need' got the highest weighted mean ( $\bar{x} = 3.68$ ) which can be interpreted as Agree. While, the 3<sup>rd</sup> statement, 'the students undergo series of laboratory examination' got the lowest weighted mean ( $\bar{x} = 3.38$ ) which can be interpreted as moderately agree. Overall, the respondents agreed ( $\bar{x} = 3.51$ ) to the positive statements about the services provided by the infirmary/clinic.

Table 1.3. Food/Canteen Services

	Weighted Mean	Verbal Interpretation
The price of the food offered is affordable and reasonable.	2.93	Moderately Agree
The food service is quick and fast.	2.83	Moderately Agree
The food served were good in quality and taste.	2.71	Moderately Agree
The canteen personnel exhibit proper personal hygiene.	2.57	Moderately Agree
The canteen personnel treat all customers fairly.	2.99	Moderately Agree
Average Weighted Mean	2.81	Moderately Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 1.3 illustrates the evaluation of food/canteen services. Based on the gathered data, it can be noted that the 5<sup>th</sup> statement, 'the canteen personnel treat all customers fairly' got the highest weighted mean ( $\bar{x} = 2.99$ ) which can be interpreted as Moderately Agree. While, the 4<sup>th</sup> statement,

'the canteen personnel exhibit proper personal hygiene' got the lowest weighted mean ( $\bar{x} = 2.57$ ) which can be interpreted as moderately agree. Overall, the respondents moderately agreed ( $\bar{x} = 2.81$ ) to the positive statements about the services provided by the canteen.

Table 1.4. Guidance Counseling Services

	Weighted Mean	Verbal Interpretation
The guidance counselor is approachable.	3.79	Agree
The guidance counselor imposes proper sanctions to the violations of students.	3.74	Agree
The guidance counselor practices equality among the students.	3.83	Agree
The guidance counselor monitors and provide follow-ups to the student under observation.	3.76	Agree
During counseling, the guidance counselor observe strict confidentiality of recorded information.	3.77	Agree
Average Weighted Mean	3.78	Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 1.4 illustrates the evaluation of guidance counseling services. Based on the gathered data, it can be noted that the 1<sup>st</sup> statement, 'the guidance counselor is approachable' got the highest weighted mean ( $\bar{x} = 3.79$ ) which can be interpreted as Agree. While, the 2<sup>nd</sup> statement, 'the guidance counselor imposes proper sanctions to the violations of students' got the lowest weighted mean ( $\bar{x} = 3.74$ ) which can be interpreted as Agree. Overall, the respondents Agreed ( $\bar{x} = 2.81$ ) to the positive statements about the services provided by the guidance counseling office.

Table 2.1. Evaluation of Classrooms

	Weighed Mean	Verbal Interpretation
The classrooms are well-ventilated.	2.64	Moderately Agree
The classrooms are well-lit	2.92	Moderately Agree
There are enough seats to accommodate every student.	2.92	Moderately Agree
The cleanliness of the classrooms is maintained.	2.91	Moderately Agree
The classrooms promote an ideal learning environment for the students.	2.97	Moderately Agree
Average Weighed Mean	2.86	Moderately Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 2.1 illustrates the evaluation of classrooms. Based on the gathered data, it can be noted that the 5<sup>th</sup> statement, ‘the classrooms promote an ideal learning environment for the students’ got the highest weighted mean ( $\bar{x} = 2.97$ ) which can be interpreted as Moderately Agree. While, the 1<sup>st</sup> statement, ‘the classrooms are well-ventilated’ got the lowest weighted mean ( $\bar{x} = 2.64$ ) which can be interpreted as Moderately Agree. Overall, the respondents Moderately Agreed ( $\bar{x} = 2.81$ ) to the positive statements about the classrooms provided by academic institutions.

Table 2.2. Evaluation of Comfort Rooms

	Weighed Mean	Verbal Interpretation
There is a stable water supply in the comfort room at all times.	2.42	Disagree
The cleanliness of the comfort rooms is well-maintained.	2.30	Disagree

The number of comfort rooms is proportionate to the number of students.	2.71	Moderately Agree
The comfort rooms are well-ventilated.	2.33	Disagree
The comfort rooms are well-lit	2.39	Disagree
Average Weighed Mean	2.43	Disagree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 2.2 illustrates the evaluation of comfort rooms. Based on the gathered data, it can be noted that the 3<sup>rd</sup> statement, ‘the number of comfort rooms is proportionate to the number of students’ got the highest weighted mean ( $\bar{x} = 2.71$ ) which can be interpreted as Moderately Agree. While, the 2<sup>nd</sup> statement, ‘the cleanliness of the comfort rooms is well-maintained’ got the lowest weighted mean ( $\bar{x} = 2.30$ ) which can be interpreted as Moderately Agree. Overall, the respondents Disagreed ( $\bar{x} = 2.43$ ) to the positive statements about the comfort rooms provided by academic institutions.

Table 2.3. Evaluation of Gymnasium

	Weighed Mean	Verbal Interpretation
The Gymnasium is large enough to accommodate the students during events.	3.51	Agree
The place is well-ventilated.	3.20	Moderately Agree
The Gymnasium is available for the students during school events.	3.46	Agree
The Gymnasium has emergency lights in-case there will be night events.	3.26	Moderately Agree
The place is well-lit.	3.45	Agree
Average Weighed Mean	3.38	Moderately Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 2.3 illustrates the evaluation of gymnasium. Based on the gathered data, it can be noted that the 1<sup>st</sup> statement, ‘the gymnasium is large enough to accommodate the students during events’ got the highest weighted mean ( $\bar{x} = 3.51$ ) which can be interpreted as Agree. While, the 2<sup>nd</sup> statement, ‘the place is well-ventilated’ got the lowest weighted mean ( $\bar{x} = 3.20$ ) which can be interpreted as Moderately Agree. Overall, the respondents Moderately Agreed ( $\bar{x} = 3.38$ ) to the positive statements about the gymnasium provided by academic institutions.

Table 2.4. Evaluation of Computer Laboratories

	Weighed Mean	Verbal Interpretation
The place is well-ventilated.	3.61	Agree
The computers and other equipment are functioning properly.	3.51	Agree
The computer units in the computer laboratory are enough to cater the needs of the students.	3.30	Moderately Agree
The place is well-lit.	3.51	Agree
The computer laboratory is open to all students for research purposes.	2.91	Moderately Agree
Average Weighed Mean	3.37	Moderately Agree

4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Moderately Agree (MA)

1.81 – 2.60 Disagree (D)

1.00 – 1.80 Strongly Disagree (SD)

Table 2.4 illustrates the evaluation of computer laboratories. Based on the gathered data, it can be noted that the 1<sup>st</sup> statement, ‘the place is well-ventilated’ got the highest weighted mean ( $\bar{x} = 3.61$ ) which can be interpreted as Agree. While, the 5<sup>th</sup> statement, ‘the computer laboratory is open to

all students for research purposes’ got the lowest weighted mean ( $\bar{x} = 2.91$ ) which can be interpreted as Moderately Agree. Overall, the respondents Moderately Agreed ( $\bar{x} = 3.38$ ) to the positive statements about the computer laboratories provided by academic institutions.

## VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the results, the researcher drawn two conclusions. First, the services provided by academic institutions satisfied their respective students, notably the clinic and the guidance counseling office. Thus, it is recommended that the academic institutions look and improve the canteen services in order to satisfy their respective students as this could refrain the students from buying foods that are nearby making them less efficient and productive. Second, the facilities which are classrooms, gymnasium and computer laboratories provided by academic institutions moderately satisfied their respective students. Thus, it is recommended that the academic institutions focus on the renovation and improvement of comfort rooms as it notably dissatisfied most of their respective students as this could also result to health problems.

## REFERENCES

- [1] Babatope, B. A. (2010). Problems of facilities in south-west Nigerian universities and the way forward. *Journal of Educational Administration and Policy Studies*, 2(2), 39-43.
- [2] Camic, P. M., Rhodes, J. E., & Yardley, L. E. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. American Psychological Association.
- [3] Farber, G. K., & Weiss, L. (2011). Core facilities: maximizing the return on investment. *Science translational medicine*, 3(95), 95cm21-95cm21.
- [4] Gambari, A. I., & Okoli, A. (2007). Availability and utilization of information and communication technology (ICT) facilities in higher institutions in Niger State, Nigeria. *Information Technology*, 4, 34-46.
- [5] Hanaysha, J. R., Abdullah, H. H., & Warokka, A. (2011). Service quality and students' satisfaction at higher learning institutions: The competing dimensions of Malaysian universities' competitiveness. *The Journal of Southeast Asian Research*, 2011, 1-10.
- [6] Isa, A., & Yusoff, Z. (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, 5(4), 1-4.
- [7] Laguador, J. M., & Dotong, C. I. (2013). Tracer study of BS computer engineering graduates of Lyceum of the Philippines

- University. *International Journal of Managment, IT and Engineering*, 3(8), 387-401.
- [8] Oluwunmi, A. O., Durodola, O. D., & Ajayi, C. A. (2016). Students' Perceived Quality of Library Facilities and Services in Nigerian Private Universities. *Journal of Education and Training Studies*, 4(5), 41-50.
- [9] Owoye, J. S., & Olatunde Yara, P. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian social science*, 7(7), 64-74.
- [10] Ramli, A., Zain, R. M., Campus, C., Chepa, P., & Bharu, K. (2018). THE IMPACT OF FACILITIES ON STUDENT'S ACADEMIC ACHIEVEMENT. *Sci. Int. Lahore*, 30(2).
- [11] Santos, K. E. S., & Celis, A. J. D. (2020). Institutional Factors affecting Academic Performance of Marketing Students in Nueva Ecija. *International Journal of English Literature and Social Sciences (IJELS)*, 5(1).
- [12] Vagias, W. M. (2006). Likert-type scale response anchors. clemson international institute for tourism. & *Research Development, Department of Parks, Recreation and Tourism Management, Clemson University*.