Graduating Students Learning Experiences: Basis For Enhancing The Delivery Of Students Services

Marvien Maraggun Barrios

Cotabato Foundation College of Science and Technology
Doroluman, Arakan Cotabato.

Abstract

The purpose of conducting this study is to generate data to serve as basis on how the school can better serve students by exploring their learning experiences in college. In the entireness, two specific questions were addressed: 1) How do graduating students describe the delivery of instruction and students' services in CFCST? 2.) How do graduating students see themselves after graduation? To achieve this, I adopted the phenomenological research design in which the participants were constituted by 15 graduating students from different departments. I collected the data through an interview and employed content analysis method to capture the responses from the interviewees. Three (3) themes emerged during the course of exploring the students' feelings on the delivery of instruction and students' services. This includes concerns on facilities, teachers' professionalism and provision for students' welfare. Moreover, upon exploring how students see themselves after graduation, three themes emerged. These are: successful professionals; Preparedness; and Sense of Approval. Generally, students see themselves as successful professionals in their own field, however, they claim that they are not yet prepared to enter workforce. Despite this, a sense of approval was noted as they will still encourage others to enroll in our school. Affordability and accessibility are principal reasons of choosing the college. Key findings from the study suggest the need to improve the delivery of instruction and to enhance the student services to prepare them for the 21st Century Workforce.

Introduction

Most Filipino students' decision in pursuing college education depends on their needs and hope of giving themselves the foundation that they need to be successful in life. Some of the reasons was cited in the study of Bugas (2006). This includes high quality and standard education, the school curriculum, the school's established prestigious reputation, the promising future job placement, affordable tuition fee, proximity and accessibility. Therefore, the competitive edge, uniqueness, and quality must be established in educational marketing through image building while helping and guiding the parents towards the achievement of their children's desire for the success. For over fifty-one (51) years, The Cotabato Foundation College of Science and Technology (CFCST) stand tall amongst three (3) other State Colleges and Universities in Region XII. Over the years, CFCST

continuously aspires to serve the disadvantage but deserving youths by providing quality and relevant education for all. However, little did we know what influence these youths throughout the years to enroll. Hence, by conducting exit interviews as part of the services extended by the Guidance Office, the school will have a great chance to quantitatively grasp students feeling as they describe their learning experiences. The crisp response from interviewees will help the school pin point areas that needs improvement. Thus, this study speaks for its purpose.

Objectives

This study explores how graduating college students of Cotabato Foundation College of Science and Technology describe their learning experiences and the extent to which their learning experiences are congruent with how they see themselves after graduation. Specifically, this study sought to address the following two questions:

How do graduating students describe the delivery of instruction and students' services in CFCST?

How do graduating students see themselves after graduation?

Methodology

In my intention to arrive with more valid data for my study, I took time to interview 15 graduating students from batch 2019-2020. An open-ended question was asked during the process. Their answers were patiently recorded, transcribed and analyzed. I assigned codes for every participants as well as with their answers to easily categorized it hierarchically. Themes were drawn and key concepts was identified. I also practice the ethics in conducting the study. Consents were solicited from the participants. I also used pseudo names in quoting to hide their identity.

Results and Discussion

Three themes emerged from the learning experiences of graduating students. This includes (1). Inadequate facilities, (2.) teachers' professionalism, and (3). provision of services for students' welfare. There are also three themes emerged on how these students see themselves after graduation. These are (1.) as professionals (2.) preparedness (3.) sense of approval. The following tables presents the themes, key concepts from the perspectives of graduating students. As to the first research question - How do graduating students describe the delivery of instruction and student services in the college?

Table 1. Themes, key concepts from graduating students' description in the delivery of instruction and student services.

Theme	Key Concepts
Inadequate Facilities	Provision of instructional facilities is wanting. Common clamor of participants is the need for an additional classroom building, laboratories and its renovation.

Teachers Professionalism	Teachers professional attributes was accentuated. Teachers sense of being on time, fairness in assigning of grades, and hiring of teachers with license were pronounced.
Provision of services for students welfare	Students call for wide and timely dissemination of school activities, prompt service of the personnel from the Registrar's Office, provision of comfort rooms and availability of water supply.

The next table presents the themes and key concepts from the perspectives of graduating students with regards to the second research question - How do graduating students see themselves after graduation?

Table 2. Themes and key concepts of how graduating students see themselves after graduation.

Theme	Key Concepts
As professionals	In general, students wanted to take board exam after graduation aside from their plan to actively seek employment and to pursue further studies.
Preparedness	In general, participants claim that they are not yet prepared to work. Common reasons noted were lack of knowledge, experience and confidence, fear to accept responsibility.
Sense of Approval	A sense of approval radiates from participants as they believe that this is still the best school especially for the poor due to its affordability and accessibility.

Conclusions and Implications

The main findings of my research is a key element in the continuous quest of our college to improve the students' educational experiences and outcomes. My findings demonstrate students' dissatisfaction in the college delivery of instruction and students' services. The preparedness of the students to enter in the world of work can be attributed to the quality of learning experiences of college students and the explicit approval of students to enroll in this college can be attributed to the affordability and accessibility of our school to most students, a conclusion that had an important implication.

First, it implies that there is a need to improve the delivery of instruction and students' services to make the most of students' positive educational experiences and outcomes. The unavailability and poor delivery of student services can be a demotivating factor to students. Lastly, implementation of plans emanates from the feeling of being prepared, hence training them to face the real world of work is an edge for them to feel more confident.

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