

STUDENTS' SATISFACTION ON ONLINE HEALTH SERVICES: AN ASSESSMENT

*Rosalyn Galvez

**Joy Ann Carlos

***Agnes Sumodlayon

****Joan Bernardo

*****Aleila Aguilar

*****Mary Ann Alcantara

*****Jezson Reyes

*****Jennifer Galvez

*****Irene Bernal

Paper Received: 29.08.2023 / **Paper Accepted:** 15.10.2023 / **Paper Published:** 18.10.2023

Corresponding Author: Joy Ann Carlos; doi:10.46360/globus.met.320232003

Abstract

Educational sectors had left no choice but to shift from face-to-face to other modalities like online learning during the pandemic era. Along with this massive shift of educational modalities, comes also the shift in delivering the programs and services intended for the holistic development of the students such as; Guidance services, Admission services, Student development services, health services, and alike. In the wake of COVID-19, online programs and services are no longer an option with schools but instead, there is no other option without it (Dhawan, 2020). Moreover, The Commission on Higher Education (CHED) emphasized the importance of delivering different services and programs to the students even in times of pandemic as manifested on the CHED memorandum no. 100series of 2022 (Kutat, et.al, 2022).

The study was conducted in one private HEI in Bulacan, students from college and graduate studies currently enrolled in SY 2021-2022 were the respondents of the study. The study assessed the satisfaction of students on the online health services given by the HEI institutions. The study adapted validated instruments by Galvez (2018). The 12-item instrument has 3 subcategories namely: (1) Personnel, (2) Online Facilities, and (3) Online Services. A Cronbach's alpha value of 0.85 was obtained during the re-validation and reliability testing process. Moreover, the study employed a Convergent parallel mixed method.

The study revealed that the overall satisfaction of students on the online health services was "very satisfactory" as evident on the overall mean of 4.38. The very satisfactory overall mean was manifested by the following indicators: (1) Personnel - 4.42 with a verbal interpretation of very satisfactory, (2) online facilities - 4.32 with a verbal interpretation of very satisfactory, and (3) online services - 4.41 with a verbal interpretation of very satisfactory. Moreover, it was revealed on the qualitative phase analysis that two (2) themes emerged namely: (1) Flexible Consultation Schedule, and (2) Provisions of Health-related webinars.

The HEIs cater not only to regular college students but also to graduate studies and alternative education students who's also working and may not be available during the usual consultation schedule, as suggested, a flexible consultation schedule and additional webinars related to health issues may improve the utilization and services provided by the health services unit.

Keywords: Student Satisfaction, Health Services, Education.

Introduction

In the midst of the covid-19 pandemic, educational sectors had left no choice but to shift from face-to-face to other modalities like online learning. With this, the world witnessed the hugest live experiment of changing from formal to online education in human history (Jones & Sharma, 2020).

*_***** Student Affairs and Services, Health Services Unit, La Consolacion University, Philippine.

Along with this massive shift of educational modalities, comes also the shift in delivering the programs and services intended for the holistic development of the students such as; Guidance services, Admission services, Student development services, health services, and alike. In the wake of COVID-19, online programs and services are no longer an option with schools but instead, there is no other option without it (Dhawan, 2020). Moreover, The Commission on Higher Education (CHED) emphasized the importance of delivering different services and programs to the students even in times of pandemic as manifested in the CHED memorandum no. 100 series of 2022 (Kutat, et.al, 2022).

Customer satisfaction is essential for firms in the service sector in the present consumer market and it will receive a great deal of attention from scholars over the coming years. This is because customers are considered a real asset to service firms, the majority of which are facing consumer base losses to a considerable degree (Swanson and Hsu, 2019). In Service marketing in both profitable and non-profitable organizations, customer satisfaction with an organization's products or services is often seen as the key to an organization's success. According to Kutat et.al, 2022, 33% of the students were generally satisfied (3.39) with the Student Affairs and Services Programs. However, respondent preference for the services does not equal their familiarity and provision. While there are few faults to be found with the personnel and the delivery of services, accessibility of and familiarity with essential services continue to be an issue.

In the digital age, the provision of healthcare services has undergone a transformative shift, with online health services becoming an increasingly integral part of healthcare delivery. Among the various demographics benefiting from these services, students represent a group with distinct

healthcare needs and expectations. As universities and colleges seek to cater to their students' health and well-being, online health services have emerged as a promising avenue. However, understanding the level of satisfaction among students regarding these online health services is essential for ensuring their effectiveness and continued improvement. Thus, this study pays particular attention to one of the main services that students use as a standard on which to assess a variety of educational institutions.

This study investigates the students' satisfaction on one of the online services provided by higher educational institutions - online health services. The result of the study may contribute to the improvement of the online health services given to the student clientele.

Theoretical / Conceptual Framework (SEC Approach)

The study is based on the theoretical underpinnings of the disconfirmation of expectations paradigm conceptualized by Oliver (as cited by Huang, 2015). It originated from a topic of study for antecedents of satisfaction (Anderson & Sullivan, as cited by Huang, 2015). The typical method to study satisfaction involves assessment of prior expectations with observed performance. Thus, in this theory, the customer's perception of overall satisfaction results from an evaluation between expectation and outcome performance.

The abovementioned theory is deemed relevant to the present study since the general objective of this research was to assess the students' satisfaction on online health services provided by the school. Similarly, it is expected that students' perception of overall satisfaction was the result from the evaluation between what students expect from the online health services and what the student actually received from the online health services provided by the HEI.

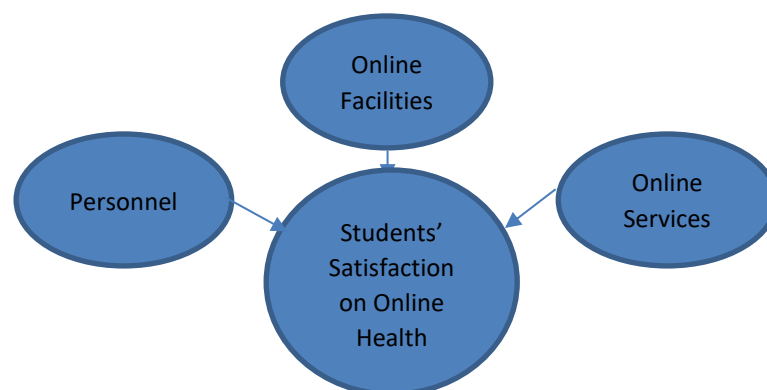


Figure 1: Conceptual Paradigm of the Study

As seen in figure 1, students' satisfaction with online health services is believed to be affected by the following parameters: (1) Personnel factors, (2) Facilities factors, and (3) Services factors. These three significant factors will be evaluated by the student-applicants to determine their overall satisfaction with admission services which could yield better and improved health services.

Statement of the Problem

The major problem of the study was to assess students' satisfaction on online health services. Specifically, the study sought answers to the following problems:

1. How may the satisfaction of student respondents be described in terms of the following parameters?
 - 1.1 Personnel
 - 1.2 Online Facilities
 - 1.3 Online Services
2. What are the comments and suggestions of the student respondents for the improvement of the online health services?
3. Based on the findings of the study, what implications may be drawn?

Scope and Delimitation

The study was conducted in one private HEI in Bulacan, students from college and graduate studies who were currently enrolled in SY 2021-2022 were the respondents of the study. The study assessed the satisfaction of students on the online health services given by the HEI institutions. 75% of the respondents were from the college department, while 20% were masterate students and the 5% from the doctorate programs.

Ethical Consideration/s

The following ethical considerations was considered during the conduct of the study:

The following ethical considerations were considered during the conduct of the study:

1. The dignity and well-being of learners were protected. The researcher ensured that there was no harm in any form nor anyone placed in an uncomfortable position.
2. The researcher obtained from the respondents informed consent that includes essential information, i.e., who the researcher is, the

intent of the study, the data to be collected, level of commitment, etc. Respondents were also informed that participating in the study is voluntary, ensuring no coercion or deception in participation.

3. The research data remained confidential throughout the study. The researcher obtained the respondents' permission to write their real names on the survey to navigate their performance more conveniently. Respondents were also informed that their names will not appear in the final paper.
4. In the Conduct of the Study, "No Conflict of Interest" was declared by the researcher.

Methodology

Methods and Techniques

The study employed a Convergent parallel mixed method. Convergent parallel mixed methods, according to Creswell (2013) is a kind of mixed methods design that makes the researcher converge or merge the qualitative data and quantitative information to come up with a substantial presentation of findings and results of the research problem. In this method, the researcher typically collects the two forms of data at roughly the same time and then integrates the data analysis results and findings in the interpretation of the overall results. Contradictions or incongruences that may arise in the end are explained or further probed in this design. The convergent mixed methods approach is probably the most familiar of the basic and advanced mixed methods strategies. In this approach, a researcher gathers both qualitative and quantitative data, separately analyzes them, and then converges the results to see if the findings confirm or disconfirm each other.

Data Collection and Analysis

Concurrent parallel mixed method was utilized in the study, Upon approval from LCUP- RPL department and LCUP -REC, permission was sought and data collection commenced. A survey questionnaire with a consent form was distributed electronically via Google forms. Means and frequency counts were used in tabulating the results.

Satisfaction online health services was quantified using a five point likert scale as shown below:

Intervals	Descriptive Evaluation	Descriptive Interpretation
4.60 – 5.00	Excellent	The respondents are of a consensus that the services rendered by the unit has surpassed their expectations to a very great extent.
3.60 – 4.59	Very Satisfactory	The respondents are of a consensus that the services rendered by the unit has surpassed their expectations to a great extent.

2.60 – 3.59	Satisfactory	The respondents are of a consensus that the services rendered by the unit has met their expectations.
1.60 – 2.59	Fair	The respondents are of a consensus that the services rendered by the unit has not met some of their expectations.
1.00 – 1.59	Poor	The respondents are of a consensus that the services rendered by the unit falls below the adequate service level.

Thematic analysis was utilized in the analysis of the qualitative data gathered from the comments and suggestions of the participants.

Respondents of the Study

The respondents of the study were college and graduate studies students from one higher educational Institution from Malolos City enrolled in SY 2021-2022. As can be gleaned from table 1, 75% of the respondents were from the college department, while 20% were masterate students and the 5% from the doctorate programs.

Table 1: Table of Respondents

Programs	Percentage
College	75%
Masterate	20%
Doctorate	5%
Total	100%

Instruments of the Study

The study adopted validated instruments by Galvez (2018). The 12-item instrument has 3 subcategories namely: (1) Personnel, (2) Online Facilities, and (3) Online Services. A Cronbach's alpha value of 0.85 was obtained during the re-validation and reliability testing process.

Results and Discussion

Students' Satisfaction on Online Health Services

Sanchez-Franco et al. (as cited on Camilleri & Camilleri, 2022) defined customer satisfaction as the favorable affective response of customers who find the cumulative service interactions worthwhile, pleasing, and motivating. The measurement of student satisfaction can be useful for identifying areas in need of improvement. Students' satisfaction does not always come from the level of education they receive; sometimes, providing a variety of supplementary services will add more value and contribute essentially to students' satisfaction.

Table 2: Students' Satisfaction on Online Health Services in Terms of Personnel

Indicators	Mean	Interpretation
1. being reflective in ways that express generosity, compassion and religiosity in dealing with their individual customer/client	4.30	Very Satisfactory
2. being firm and dependable in securing relevant information needed by their individual customer/client	4.50	Very Satisfactory
3. being simple and patient in attending to the individual unique needs of their respective clients and customers	4.65	Excellent
4. being friendly, helpful, understanding, accommodating to everybody	4.25	Very Satisfactory
5. shows loving and caring personality who ensures satisfaction of individual customer/client and willingness to volunteer one's self if needed to ensure the safety of others	4.33	Very Satisfactory
6. capable of securing extended time/service if needed	4.50	Very Satisfactory
Weighted mean	4.42	Very Satisfactory

Table 2 depicts the overall students' satisfaction on online health services in terms of personnel with a weighted mean of 4.42 (Very Satisfactory). The very satisfactory mean was manifested by the following indicators: the highest among the rating was (3) being simple and patient in attending to the individual unique needs of their respective clients

and customers - with a rating of 4.65 (Excellent), while the lowest among the indicators was (1) being reflective in ways that express generosity, compassion and religiosity in dealing with their individual customer/client – with a rating of 4.30 (Very Satisfactory).

Table 3: Students' Satisfaction on Online Health Services in Terms of Online Facilities

Indicators	Mean	Interpretation
1. The unit utilizes online platform to render suitable services	4.15	Very Satisfactory
2. The unit is readily accessible when needed by the students	4.50	Very Satisfactory
Weighted mean	4.32	Very Satisfactory

As seen on table 3, the weighted mean for online facilities was 4.32 (Very Satisfactory). Among the two indicators, the highest was (2) the unit is readily accessible when needed by the students – garnering

a rating of 4.50 (Very Satisfactory) and the lowest was (1) the unit utilizes online platform to render suitable services – with a rating of 4.15 (Very Satisfactory).

Table 4: Students' Satisfaction on Online Health Services in Terms of Online Services

Indicators	Mean	Interpretation
1. Proper attention is provided at all times	4.56	Very Satisfactory
2. There is an efficient / working system of transaction procedures.	4.75	Excellent
3. Customers' concerns get appropriate / accurate results.	4.30	Very Satisfactory
4. Relevant activities to the students' needs are conducted by the unit staff.	4.00	Very Satisfactory
Weighted mean	4.41	Very Satisfactory

It can be gleaned on table 4, that the weighted mean of online services was 4.41 (Very Satisfactory). The very satisfactory mean was manifested by the following indicators: the highest among the indicators was (2) there is an efficient/working system of transaction procedures – with a rating of 4.75 (Excellent), while the lowest among the indicators were (4) Relevant activities to the student's needs are conducted by the unit staff – with a rating of 4.00 (Very Satisfactory).

According to Galvez (2018), In order to allocate university resources more effectively, student affairs

units need to be informed about what types of information and services students need, to what extent the information and services are available or insufficient, as well as what types of students need particular types of services. It is important to gauge the students' satisfaction to understand the needs of the students and design appropriate programs and services for the students.

Students' Comments and Recommendations for the improvement of the online health services

Table 5: Students' Comments and Suggestions for the Improvement of Online Health Services

Meaning Unit	Condensed Meaning Unit	Sub-Themes	Themes
"Make the availability of the nurses and doctors more accessible to all students even in night college"	Flexible schedule for health services personnel to accommodate all students.	Flexibility of consultation schedule	Flexible Consultation Schedule
"Make the schedule of consultation more accessible"	Consultation schedules should not only be confined to the office hours.	Flexibility of consultation schedule	
"Weekly consultation for all students"	Provision for more available consultation slots	Flexible schedule of consultation	
"Do they provide webinars for health related issues?"	Provision for other related health services like webinars of related health issues	Provisions of health related webinars	Provisions of Health related webinars
"Aside from online consultation can you also provide other health services like webinars related to health"	Provisions for health related webinar	Provisions of health related webinars	

Table 5 presents the summary of analysis made on the interview with the key informants with regards to their comments and suggestions for the improvement of health services. It can be gleaned from table 4 the two (2) emerging themes namely: (1) Flexible Consultation Schedule, and (2) Provisions of Health-related webinars.

The HEIs cater not only to regular college students but also to graduate studies and alternative education students who's also working and may not be available during the usual consultation schedule, as suggested, a flexible consultation schedule and additional webinars related to health issues may improve the utilization and services provided by the health services unit.

Implications

The study reveals that the lowest among the indicators for students' satisfaction on online health services was the following: (1) being reflective in ways that express generosity, compassion, and religiosity in dealing with their individual customer/client, (2) the unit utilizes the online platform to render suitable services, and (3) Relevant activities to the student's needs are conducted by the unit staff. Whilst, the development of health services personnel's personal development and religiosity, further training for utilization of suitable online facilities, and inclusion of relevant health activities for students should be given the emphasis on the personnel development and health services operational plan to further improve the result of students' satisfaction.

On the other hand, the study also revealed that students also clamor for (1) flexible consultation schedules, and (2) Provisions for Health-related webinars. Whilst, health services operational plan may include the above mentioned provisions to further enhance the students' satisfaction.

Conclusion

In light of the findings of the study, the following conclusions are put forth.

Students' satisfaction with online health services revealed the areas for improvement of the health services unit for personnel, online facilities, and online services. HEIs may allocate university resources for more effective online health services. Moreover, a health services development plan may put emphasis on personal development and religiosity, and further training for the utilization of suitable online facilities.

The research findings indicate a high level of overall satisfaction among students regarding online health services. With an impressive overall mean score of 4.38, it is evident that students perceive these

services as "very satisfactory." This suggests that online health services are meeting or even exceeding the expectations of the student population. One of the contributing factors to the high overall satisfaction is the positive perception of personnel involved in delivering online health services. The mean score of 4.42 with a verbal interpretation of "very satisfactory" indicates that students have a favorable view of the individuals responsible for providing healthcare through digital platforms. Another significant contributor to student satisfaction is the functionality of online facilities. With a mean score of 4.32, students perceive these facilities as "very satisfactory." This suggests that the technological infrastructure supporting online health services is robust and user-friendly. The study also highlights the effectiveness of online health services themselves, with an overall mean score of 4.41, indicating a "very satisfactory" level of service. This encompasses the range of healthcare services available online, demonstrating that students find these services comprehensive and satisfactory.

Additionally, the qualitative phase analysis revealed two prominent themes that further contribute to understanding student satisfaction. "Flexible Consultation Schedule" suggests that students appreciate the convenience of accessing healthcare on their terms, reflecting the adaptability of online services to their busy schedules. "Provisions of Health-related webinars" indicates that students value the educational component of online health services, showing an interest in learning and prevention.

The findings of this research highlight the overall effectiveness and high satisfaction levels among students regarding online health services. These findings provide valuable insights for institutions and healthcare providers, emphasizing the importance of flexible scheduling, quality personnel, and comprehensive online services in meeting the healthcare needs of students. Additionally, the interest in health-related webinars suggests an opportunity for educational engagement to further enhance student well-being.

Recommendations

Based on the conclusions drawn from this research, several recommendations can be made to enhance online health services for students:

1. Given the positive perception of personnel by students, it is essential to continue investing in the development of healthcare professionals providing online services. Providing ongoing training and support can help maintain and even further improve the quality of care provided through digital platforms.

2. While the technological infrastructure is perceived as robust, continuous improvements and updates to online facilities should be prioritized. Institutions should allocate resources to ensure that online platforms remain user-friendly, reliable, and equipped with the latest technologies to meet the evolving needs of students.
3. Building on the high satisfaction levels related to online services, institutions should consider expanding the range of healthcare services available online. This could include mental health support, specialized clinics, or additional preventive health measures, catering to a broader spectrum of student health needs.
4. Create a comprehensive health services development plan that aligns with the findings of this research. Focus on personal development and religiosity as potential areas for improvement, providing holistic support for students' physical and mental well-being.
5. Recognizing the importance of online services, institutions should provide training and guidance to students on how to effectively utilize these services. This can enhance the accessibility and utilization of online healthcare resources.
6. Acknowledging the importance of flexible consultation schedules, institutions should actively promote and facilitate options for students to access healthcare services at times that suit their schedules. This may involve extended hours of service or on-demand consultations.
7. In response to students' interest in health-related webinars and educational components, institutions should expand these initiatives. This can include regular webinars, workshops, and educational campaigns focused on health promotion and prevention.
8. Recognize the importance of online health services as a vital component of student support and allocate adequate resources to ensure their sustainability and effectiveness.

Conflicts of Interest

The authors declare that there is no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

References

1. Alshurideh, M. (2014). The factors predicting students' satisfaction with universities' healthcare clinics' services. *Dirasat. Administrative Sciences*, 41(2), 451-464.
2. Faize, F.A. & Nawaz, M. (2020). Evaluation and Improvement of students' satisfaction in Online learning during COVID-19. *Open Praxis*, 12(4), 495-507.
3. Galvez, R. (2018). Student Affairs and Services of La Consolacion University Philippines: An Evaluation.
4. Kutat, R.J., Cayaon, C.J., Colis, I.D. & Jagmis, M.G.A. (2021). Student satisfaction survey on student affairs and services (SAS) programs of Western Philippines University. *European Journal of Research Development and Sustainability*, 2(9), 1-11.
5. Huang, H.H. (2015). Using expectation disconfirmation theory to explore the relationship satisfaction between businesses to businesses. *Taiwan Journal of Marketing Science*, 10(1), 17-40.
6. Jones, K. & Sharma, R. (2020). Reimagining a future for online learning in the post-COVID era. SSRN:- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3578310
7. Swanson, S.R. and Hsu, M.K. (2019). Critical incidents in tourism: Failure, recovery, customer switching, and word-of-mouth behaviors. *Journal of Travel & Tourism Marketing*, 26(2), 180-194.
8. Camilleri, M.A. & Camilleri, A.C. (2022). The acceptance of learning management systems and video conferencing technologies: Lessons learned from COVID-19. *Technology, Knowledge and Learning*, 27(4), 1311-1333.