Problem 2. Is there a significant difference between the perception of the SUCs and LUCs on the level of implementation of the business document process?

To determine whether significant difference exists in the perception of the SUCs and LUCs the data were subjected to the t-test

Table 3.2

Results of the t-test on the perceptions of the SUCs and LUCs in the level of implementation of the business document process

|  |  |  |  |
| --- | --- | --- | --- |
| Business Document Process | Computed t-value | Decision | Verbal Interpretation |
| Request | 0.349 | Accept Ho | No significant difference |
| Approval | 1.731 | Accept Ho | No significant difference |
| Tracking | 0.381 | Accept Ho | No significant difference |
| Critical value of t | t(8.05=2.306 | | |

All the computed value of t are very much lower than the critical value of 2.306 at 5% level of significance. On this ground, the null hypothesis was accepted, which means that no significant difference in the perception of the students on the level of implementation of business process documents.

Although some divergences are noted in the responses theses variation are not statistically significant to warrant a significant difference. It can, therefore be asserted that no significant difference exists in the perception of students from SUCs and LUCs in the level of implementation of business process of documents.

Problem 3. What is the level of students satisfaction in the accessibility in processing the documents in terms of

3.1 Approachability

3.2 Timeliness

3.3 Location

3.4 Security

The level of students satisfaction In the four aspects of accessibility in processing documents was identified using the frequencies and assigned weights. Interpretation was done in accordance with the following scale

|  |  |
| --- | --- |
| Range of Weighted Means (WM) | Verbal Interpretation |
| 4.50 – 5.00 | Very Highly Satisfied |
| 3.50- 4.49 | Highly Satisfied |
| 2.50 – 3.49 | Moderately Satisfied |
| 1.50 – 2.49 | Slightly Satisfied |
| 1.00 – 1.49 | Not Satisfied |

Data from SUC’s and LUC’s are presented separately. The overall results for all the HEI’s in the study are likewise indicated.

Table 3.3

Level of Student Satisfaction on the Accessibility in Processing of Documents

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Accessibility in Processing Documents | SUCs | | LUCs | | HEIs | |
| WM | VM | WM | VM | WM | VM |
| A. Approachability |  | |  | |  | |
| 1 | 3.78 | HS | 3.96 | HS |  |  |
| 2 | 3.80 | HS | 3.93 | HS |  |  |
| 3 | 4.00 | HS | 3.87 | HS |  |  |
| Overall Mean | 3.86 | HS | 3.92 | HS |  |  |
| Standard Deviation | 0.10 | |  | |  | |
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A glimpse of Table 3.3 would give the impression that the student respondents were highly satisfied on the four aspects of accessibility in processing documents, specifically, approachability, timeliness, location and security. This is due to the fact that the values of the weights means fall in the interval 3.50 – 4.49 for this category

However, a closer look at the values of the weighted vary in the specific items. In the responses of the students in SUCs, the highest mean of 4.27 is in the aspect of security with the variation as the standard deviation is 0.04. This indicates that the student had almost the same level of high satisfaction in safety of the service environment, protection of their data privacy and precautionary measures during pandemic. The second highest mean of 4.08 was obtained in the aspect of location. A relatively larger standard deviation of 0.12 was obtained indicating some variation in the responses. Specifically, access to documents anywhere from any device showed the lowest value, as compared to the convenience of the location. There is a likelihood that there have been instances where documents cannot be easily access in its trail. Approachability of the staff rank third with mean of 3.86 and a standard deviation of 0.10 which account for the variations in the level of satisfaction. Timeliness was last among the four aspects. The least value was indicated in waiting time to receive services, which must have been unfavorably experienced by some respondents.

A similar trend in the ranks of the four aspects of accessibility was show in the responses of the students from the LUCs. But the standard deviations were relatively small, indicating closeness of the responses.

Taking the respondents from the SUCs and LUCs, generally, security was rank highest in the highly satisfied

location. Approachability of staff and the timeliness of the expected service were the last two.

The respondents in the present study can be considered as millennials who see highly education as a commodity. As in the study of Jarrad (2016), millennials can see education where learning can be acquired to different delivery system. It is, therefore that leaders in colleges and universities improve effectively responding to changing environment in their institutions.

Moreover, the study of Regala (2020) supported the facilitation of easy access to documents using social technology across academic organizations.

Problem 4. What is the level of students satisfaction in the responsiveness in processing documents in terms of

4.1 willingness/ readiness of staff to provide service

4.2 timeliness of service

4.3 flexibility of service

4.4 application of technology driven tool in providing service

Through the use of frequencies and assigned weights the level of the students satisfaction are interpreted in accordance with the scale below

|  |  |
| --- | --- |
| Range of Weighted Means (WM) | Verbal Interpretation |
| 4.50 – 5.00 | Very Highly Satisfied |
| 3.50 - 4.49 | Highly Satisfied |
| 2.50 – 3.49 | Moderately Satisfied |
| 1.50 – 2.49 | Slightly Satisfied |
| 1.00 – 1.49 | Not Satisfied |