



Satisfaction of Students on the University Services of a Higher Education Institution

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Abstract:

This study was carried out to determine the level of satisfaction of students with the services of STI West Negros University and to take these points into consideration while making educational plans. Respondents were the 373 students. The researcher employed the descriptive research design and a self-made questionnaire was used in generating the data. The frequency and percentage scoring were employed in determining the teachers' profile. The mean was used in ascertaining the level of satisfaction of students with the university services. The Mann-Whitney U test was used in ascertaining whether or not significant differences existed in the satisfaction of students. Findings revealed that when taken as a whole there is a very high level of satisfaction on the Guidance Services, Instructors and Classroom Instruction and Learning Resources/Library Services. Meanwhile the lowest is on Equipment Maintenance and Housekeeping. The findings suggest that, Facilities Management office must focus on improving the cleaning and upkeep of the campus. This could involve increasing the frequency of cleaning, implementing more effective cleaning procedures, and closely monitoring the cleanliness standards in those areas.

Keywords: Students satisfaction, guidance services, instructors and classroom instruction, learning resources, library, equipment maintenance and housekeeping

Introduction:

Nature of the Problem

Institutions of higher education as the fundamental provider of both academic and non-academic services to their clients Permana (2020), client satisfaction on their frontline services is the most imperative asset they may have. It is the main driver for performance and relies heavily on frontline service habits (Lee et al., 2016). Consequently, recognizing that these frontline services providers are conceivably the most critical link in delivering quality educational services, there has been increasing attention rendered to client satisfaction regarding the quality of service delivery (Brady et al., 2021). Given the importance to the idea that students are clients or customers of higher education institutions, it emphasizes the duty of the institutions to deliver the finest educational services possible, Royo (2017) and eventually leads to the creation of their sense of



belonging and loyalty to the university. This study was carried out to determine the level of satisfaction of students with the services of STI West Negros University and to take these points into consideration while making educational plans.

The satisfaction of students with the services provided by the university is a critical aspect that directly impacts their overall experience. Universities strive to create an environment that supports and enhances students' educational journey, aiming to provide excellent academic instruction, resources, and infrastructure. However, it is essential to assess whether these services are meeting the expectations and needs of students, as their satisfaction is a key indicator of an institution's success in fulfilling its mission.

This study aims to explore the level to which students are satisfied or dissatisfied with the services offered by the university. It will delve into various aspects such as Campus Safety and Security, Student Records Section/Registrars, Learning Resources/Library, Guidance Services, Assessment and Payments/Cashier, Equipment Maintenance and Housekeeping and Instructors and Classroom Instructions, and Medical/Dental Clinic. By comprehensively analyzing students' perceptions, this research aims to identify areas where improvements may be required to enhance student satisfaction and ultimately improve their overall experience.

The ultimate goal of this study is to provide valuable insights to university administrators and service providers, enabling them to make informed decisions and allocate resources effectively. By addressing areas of dissatisfaction and enhancing existing services, universities can work towards creating an environment that is not only academically enriching but also supportive and fulfilling for their students. This, in turn, will contribute to the overall success and reputation of the institution as a whole.

Current State of Knowledge

Quality of service has a big role for various institutions as a way of maintaining the number of students by capturing the education market (Yeo, 2008). Even great Universities in Asia are striving to achieve student satisfaction and loyalty, by researching on quality issues and maintaining the existing and expected quality of services (Yeo & Li, 2014).

According to Abdullah (2006), students' satisfaction plays an important role in university success and can act as an important tool in improving perceived university service quality. Thus students are increasingly seen as consumers of university services, for that satisfaction becomes a very important aspect for educational institutions in recruiting new students (Thomas & Galambo, 2004). It is the responsibility of higher education institutions to understand the process of creating students' satisfaction, and also to find ways and means that can be relied upon to measure satisfaction (Alves & Raposo, 2009). Therefore, students' satisfaction and loyalty is the most important keys to determine the most appropriate strategic management to ensure successful longterm performance for public and private institutions (Yusof, Zaini, & Mansor, 2019).

In addition, a campus that has good academic facilities and laboratories, a good internal quality assurance program, adequate discussion areas, and all alumnus getting jobs easily will lead to an increase in students' satisfaction. Reputation building can be done by marketing campaigns and creating more awareness among students for supporting improvement in the campus image (Ali et al., 2016). Utilizing newer technologies and developing a culture of learning in a higher education institution would be good in increasing the dimensions of access (Ushantha and Kumara, 2016).

Objectives

This study aimed to determine the level of satisfaction of Students on the University services of a Higher Education Institution, in a highly-urbanized City for the School Year 2023-2024 according to the areas, Campus Safety and Security, Student Records Section/Registrars, Learning Resources/Library, Guidance Services, Assessment and Payments/Cashier, Equipment Maintenance and Housekeeping and Instructors and Classroom Instructions, and Medical/Dental Clinic.

Research Methodology:

Research Design

This study utilized the descriptive research design, which is believed to be appropriate in identifying characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens.

Respondents

A sample of 373 students were the respondents of the study out of the total population of 11865. Since the number of respondents were quite large to handle, stratified sampling and random sampling techniques were



used using the Cochran formula to find the sample size. The respondents were randomly selected by the researcher from each college using the lottery technique.

Instruments

A survey questionnaire was used in gathering the data to level of satisfaction/dissatisfaction of Education Students on the University services it was subjected to validity (4.41=excellent) and reliability (0.936=excellent). The questionnaire was divided into two parts wherein part I deals with the profile of respondents in terms of age, sex, college/department. Part II of the questionnaire is a 80-item statement for the aspects, 10 for Campus Safety and Security, 10 for Student Records Section/Registrars, 10 for Learning Resources/Library, 10 for Guidance Services, 10 for Assessment and Payments/Cashier, 10 for Equipment Maintenance and Housekeeping and 10 for Instructors and Classroom Instructions, and 10 for Medical/Dental Clinic which measures the level of satisfaction using 4-point Likert scale rating with 4 as highly satisfied, 3 as satisfied, 2 as dissatisfied and 1 as highly dissatisfied.

Procedure

After establishing the validity and reliability of the instrument, the researcher wrote a letter to the VPAA to ask permission for the conduct the study. Upon approval, the researcher sets a schedule for the data gathering with a letter of request to the Deans. In the conduct, the researcher explained the purpose of the study, personally and administer the questionnaire to the respondents and guide them carefully in answering and giving the needed data, and retrieve the questionnaires. The respondents were assured of the confidentiality of the data gathered.

Analysis

A descriptive-analytical scheme was used to determine the level of satisfaction of Students on the University services according to the areas, Campus Safety and Security, Student Records Section/Registrars, Learning Resources/Library, Guidance Services, Assessment and Payments/Cashier, Equipment Maintenance and Housekeeping and Instructors and Classroom Instructions, and Medical/Dental Clinic with mean as the tool. Finally, the following rating scale and description was utilized in interpreting the results: 3.50-4.00=Very High Level; 2.50-3.49=High Level; 1.50-2.49=Low Level; 1.00-1.49=Very Low Level.

Research Ethics Protocol

The researcher ensures that respondents were given the free will to be involved in the study, their identity were not disclosed and they were assured of the confidentiality of the data gathered. After completion, all data stored in electronic gadgets were discarded in order to protect against unauthorized access or use of information.

Results and Discussion:

This section presents the results pertaining to the objectives of the study.

Table 1
Level of Satisfaction of Students on the University Services in the area Campus Safety and Security

Items	Mean	Interpretation
<i>Campus Security and Safety</i>		
1. The safety and security policies of the school are clear and widely disseminated to the students through online platforms.	3.51	Very High Level
2. The policies (uniform, ID, exemption pass, etc.) on entry of students/employees/visitors to the campus are strictly implemented.	3.55	Very High Level
3. Security guards are professional, courteous, polite, fair and reasonable when dealing with student concerns.	3.28	High Level
4. Students are provided and informed by the protocols by the Safety and Security Services during pandemic.	3.52	Very High Level
5. Students' complaints regarding security matters/guards, if any are promptly attended to.	3.34	High Level
6. Student's violations are taken care by the University Prefect of Discipline. Sanctions, if any, are imposed only after due online/onsite hearings have been conducted.	3.51	Very High Level
7. The safety of students/employees/visitors within the campus is secured amidst this pandemic.	3.53	Very High Level
8. Security personnel are visible; roving watches, do routine inspection regularly.	3.48	High Level



9. Directional signages are in place to guide people on location of offices/entrances/exits in the campus.	3.50	Very High Level
10. The facilities, equipment, and records of the school are well-protected.	3.52	Very High Level
Overall Mean	3.47	High Level

Table 1 shows the level of satisfaction of Students on the University Services in the area Campus Safety and Security in general is high level (M=3.47). Item 2, "The policies (uniform, ID, exemption pass, etc.) on entry of students/employees/visitors to the campus are strictly implemented." obtained the highest mean of 3.55 interpreted as very high level, while item 3, "Security guards are professional, courteous, polite, fair and reasonable when dealing with student concerns." got the lowest mean of 3.28 interpreted as high level.

This implies that there is a high level of satisfaction among students in campus safety and security and that they feel confident and secure in their environment. This is a positive sign as it indicates that the safety measures in place are effective and meeting the needs of the students. It suggests that the campus is well-maintained, with appropriate, surveillance systems, and emergency protocols. However, security personnel must be trained with proper courtesy and professionalism in dealing with student's concern.

A well-maintained and secure environment, coupled with respectful and competent security staff, fosters a sense of trust and reassurance among students, contributing to an overall positive campus experience (Baker & Boland, 2011). Furthermore, student satisfaction in safety is enhanced when campus security personnel demonstrate professionalism, courtesy, and approachability in their interactions with students (Patton & Gregory, 2014).

Table 2
Level of Satisfaction of Students on the University Services in the area Student Records Section/Registrars

Items	Mean	Interpretation
Student Records Section/Registrars		
1. The online/onsite procedure/processing for request of student records is simple and convenient.	3.45	High Level
2. Signatories for clearance/request forms are always available.	3.41	High Level
3. The waiting time allotted for processing/releasing of requested records is reasonable.	3.38	High Level
4. The waiting area is comfortable.	3.35	High Level
5. The requirements for claiming the requested records through a representative are valid.	3.46	High Level
6. Queuing (lining-up) system is in order; audio for announcement is clear.	3.40	High Level
7. Personnel of Registrar's office are accommodating and respectful.	3.52	Very High Level
8. Personnel assigned at each window gives clear instructions on specific documents to submit in order to process the enrollment, transcript of records, diploma, etc.	3.53	Very High Level
9. The confidentiality of student records are maintained at all times.	3.55	Very High Level
10. Program evaluators are approachable and competent.	3.51	Very High Level
Overall Mean	3.46	High Level

Table 2 shows the level of satisfaction of Students on the University Services in the area Student Records Section/Registrars in general is high level (M=3.46). Item 9, "The confidentiality of student records is maintained at all times." obtained the highest mean of 3.55 interpreted as very high level, while item 4, "The waiting area is comfortable." got the lowest mean of 3.35 interpreted as high level.

This implies that that the institution has efficient and effective processes in place for handling academic and administrative tasks. It suggests that students are receiving the support they need in areas such as course registration, transcript requests, and academic record management. However, in obtaining school records typically involves waiting for a certain period of time. If the waiting area is uncomfortable, students may find it challenging to wait patiently or engage in productive activities during the waiting period. This can result in



decreased efficiency and productivity during crucial moments when students require their records to meet deadlines or fulfill academic or professional requirements.

The effectiveness of academic and administrative processes in higher education institutions plays a critical role in student satisfaction and success. According to research, efficient management of tasks like course registration, transcript requests, and academic record handling contributes to a smoother student experience and increases institutional credibility (McInnis, James, & Hartley, 2011). While these processes are often well-structured, the time spent waiting for school records can create challenges, especially if the waiting environment is uncomfortable or lacks amenities to promote productivity. Studies have shown that long wait times and inadequate facilities can lead to frustration and diminished efficiency, particularly during high-stress periods like application deadlines or graduation preparation (Soria, Fransen, & Nackerud, 2013). Providing a well-designed, comfortable waiting area with access to technology or resources for productive engagement can mitigate these challenges, improving both student satisfaction and overall process efficiency (Wood & Ruud, 2011).

Table 3
Level of Satisfaction of Students on the University Services in the area Learning Resources/Library

Items	Mean	Interpretation
<i>Learning Resource/Library</i>		
1. Students' online orientation on library is done during the pandemic.	3.51	Very High Level
2. The library has sufficient books, e-books, and reference materials (Journals, Magazines, etc.) to meet student needs.	3.55	Very High Level
3. The library has adequate staff/personnel to assist the students.	3.52	Very High Level
4. Library personnel/student aides are accommodating and helpful.	3.53	Very High Level
5. The processing of library card and signing of student's clearance is easy.	3.51	Very High Level
6. The policies for borrowing books are clear and student-friendly.	3.55	Very High Level
7. The library is conducive to learning (well-organized, well-lighted, clean and with good temperature.	3.56	Very High Level
8. The library is free from noise and other disturbances.	3.32	High Level
9. The internet services and computer units inside the library are adequate and functional.	3.41	High Level
10. The students are regularly informed about the availability of newly acquired books and other learning materials.	3.43	High Level
Overall Mean	3.49	High Level

Table 3 shows the level of satisfaction of Students on the University Services in the area Learning Resources/Library in general is high level (M=3.49). Item 7 "The library is conducive to learning (well-organized, well-lighted, clean and with good temperature." obtained the highest mean of 3.56 interpreted as very high level, while item 8, "The library is free from noise and other disturbances." got the lowest mean of 3.32 interpreted as high level.

It implies that the library services are effectively meeting the needs of students and enhancing their academic experience. It suggests that the library offers a wide range of resources, services, and facilities that support students in their research, study, and information needs. But a noisy and distracting library environment can significantly impact students' ability to concentrate and focus on their studies. Constant background noise, conversations, or disruptive activities can hinder students' comprehension, memory retention, and overall academic performance. It can also make it challenging for students to engage in deep learning or complete complex tasks that require a quiet and focused atmosphere. Libraries are essential spaces for students to access information and conduct research. A noisy and disturbed environment can impede students' ability to effectively search for and retrieve necessary materials, whether it be books, journals, or online resources. Students may find it difficult to concentrate on their research and may experience delays or errors in accessing the required information.

Libraries that offer a broad range of resources, including books, journals, digital databases, and study spaces, significantly contribute to student learning, research, and academic success (Cox & Jantti, 2012). Effective library services that cater to students' information needs promote deeper engagement with their studies and provide essential support for research activities (Tenopir, 2013). However, the learning environment within



libraries is critical to ensuring students can maximize these resources. Studies indicate that a quiet and focused atmosphere is crucial for students' ability to concentrate, retain information, and engage in higher-order cognitive tasks (Applegate, 2012). Noise and disruptions in the library can negatively affect students' academic performance by reducing their ability to focus and impairing their comprehension (MacKenzie & Ball, 2011). Therefore, maintaining a conducive, noise-free environment in libraries is essential for promoting productivity and allowing students to effectively access, search, and utilize library resources.

Table 4
Level of Satisfaction of Students on the University Services in the area Guidance Services

Items	Mean	Interpretation
Guidance Services		
1. Online/Onsite Counseling sessions are provided to assist students in their personal, social, academic, and family adjustment	3.55	Very High Level
2. Student privacy during counseling sessions is secured.	3.57	Very High Level
3. Guidance counselors are friendly, accommodating, trustworthy and responsive to the needs of the students.	3.57	Very High Level
4. Personality, aptitude and intelligence tests are conveniently scheduled for the students and tests results are discussed to the students concerned.	3.56	Very High Level
5. Confidentiality of student's information is strictly observed.	3.58	Very High Level
6. Assistance for job opportunities and placement are provided to students who are seeking jobs.	3.53	Very High Level
7. The Guidance Office facilitates webinars, seminars and workshops relating to personality enhancement and career development.	3.56	Very High Level
8. Online/Onsite Conferences are conducted with parents and teachers to address student's issues and concerns.	3.54	Very High Level
9. The Guidance Office provides online information that would guide students in making responsible choices and decisions.	3.55	Very High Level
10. The Guidance Office provides follow up online/onsite sessions to monitor progress and adjustment of students.	3.55	Very High Level
Overall Mean	3.56	Very High Level

Table 4 shows the level of satisfaction of Students on the University Services in the area Guidance Services in general is high level (M=3.47). Item 5, "Confidentiality of student's information is strictly observed." obtained the highest mean of 3.58 interpreted as very high level, while item 6, "Assistance for job opportunities and placement are provided to students who are seeking jobs." got the lowest mean of 3.53 interpreted as very high level.

It implies that students feel assured that their personal information will be kept confidential, it enhances their trust and confidence in the guidance services. This atmosphere of trust promotes open communication and a willingness to seek guidance and support. On the other hand, helping students for possible employment on their career choices must also be given ample consideration.

The findings of the study conform with the study of (Friedman & Bender, 2011) who stated that when students feel confident that their personal information will be handled securely and discreetly, they are more likely to engage openly with counselors and participate in discussions about academic, personal, or career-related concerns. This trust promotes a safe and supportive environment that is crucial for effective guidance services. Additionally, career counseling plays an important role in preparing students for future employment opportunities. Studies emphasize the need for guidance services to not only focus on students' academic and personal development but also to offer robust career support, including advice on career choices, job market trends, and potential employment opportunities (Osborn & Dikel, 2011).

Table 5
Level of Satisfaction of Students on the University Services in the area Assessment and Payments/Cashier

Items	Mean	Interpretation
Assessment and Payments/Cashier		
1. Tuition fees are reasonably affordable.	3.28	High Level



2. Miscellaneous and other school fees are reasonable.	3.22	High Level
3. Assessment personnel accommodate questions/clarifications from students and efficiently address them.	3.41	High Level
4. Student assessments are released on time.	3.40	High Level
5. Accounts are updated and accurately updated.	3.45	High Level
6. Cashiers are fast in facilitating payment.	3.36	High Level
7. Paying students in the cashier are well-secured.	3.53	Very High Level
8. Multiple modes of payment (cash, check, online, bank-to-bank, credit cards) are available and reliable.	3.54	Very High Level
9. The payment scheme (low initial payment, installment, etc.) is within my (my family) means.	3.44	High Level
10. The procedure for payment is convenient.	3.48	High Level
Overall Mean	3.41	High Level

Table 5 shows the level of satisfaction of Students on the University Services in the area Assessment and Payments/Cashier in general is high level ($M=3.41$). Item 8, "Multiple modes of payment (cash, check, online, bank-to-bank, credit cards) are available and reliable." obtained the highest mean of 3.54 interpreted as very high level, while item 2, "Miscellaneous and other school fees are reasonable." got the lowest mean of 3.28 interpreted as high level.

This implies that the institution provides a well-functioning and efficient administrative process which is organized, responsive, and prioritizes student convenience through smooth and hassle-free payment transactions and processes. On the other hand, perceived value and transparency of miscellaneous and other school fees could raise concerns.

The findings of the study conform with the study of (Gamage, Suwanabroma, & Ueyama, 2011). It highlights that organized, responsive, and student-centered administrative services significantly improve the overall student experience by reducing stress and providing a seamless flow for essential transactions, such as tuition payments. A smooth payment process increases student convenience and fosters trust in the institution's operational efficiency. However, transparency regarding miscellaneous and other school fees remains a critical concern. Studies emphasize that students are more likely to question the perceived value of fees when there is insufficient clarity or detailed breakdowns (McLendon & Perna, 2014). Lack of transparency in these areas can lead to student dissatisfaction, undermining otherwise positive administrative experiences. Institutions that clearly communicate fee structures and ensure transparency tend to have higher levels of trust and satisfaction from their students (Hillman, Tandberg, & Gross, 2014).

Table 6
Level of Satisfaction of Students on the University Services in the area Equipment Maintenance and Housekeeping

Items	Mean	Interpretation
Equipment Maintenance and Housekeeping		
1. The entire campus is clean and environment-friendly.	3.43	High Level
2. Facilities for student activities are adequate, processing of student request for their use is convenient.	3.44	High Level
3. The classrooms and laboratories are enough, clean, well-maintained, and free from noise.	3.39	High Level
4. Visual/Instructional aids (overhead projectors, LCDs, etc.) are adequate for student's activities or presentations in class.	3.43	High Level
5. Science laboratories are conducive for experiments, simulations, and exercises.	3.43	High Level
6. Computer laboratories are air-conditioned and with sufficient computer units and equipped with electrical outlets for student use.	3.50	Very High Level
7. Speech laboratory is well equipped with speech apparatus/equipment.	3.47	High Level



8. Comfort rooms are always clean, functioning well, supplied with water, and free from bad odor.	3.21	High Level
9. Stand-by generators are always ready in case of brownout.	3.32	High Level
10. Mimeographing and photocopying services are available in campus.	3.27	High Level
Overall Mean	3.39	High Level

Table 6 shows the level of satisfaction of Students on the University Services in the area Equipment Maintenance and Housekeeping in general is high level (M=3.39). Item 6, "Computer laboratories are air-conditioned and with sufficient computer units and equipped with electrical outlets for student use." obtained the highest mean of 3.50 interpreted as very high level, while item, "Comfort rooms are always clean, functioning well, supplied with water, and free from bad odor." got the lowest mean of 3.21 interpreted as high level.

This implies that there is a high level of satisfaction in cleanliness and hygiene standards. A high level of satisfaction with housekeeping services implies that the cleanliness and hygiene of the premises addresses the students' desired standards. However, there may be a room for improvement in the cleanliness of the comfort rooms as it may lead to discomfort or frustration.

The findings of the study conform with the study of (Shin & Lee, 2011). Satisfaction with cleanliness and hygiene in educational institutions is crucial to the overall student experience and well-being. Studies have shown that maintaining high standards of cleanliness in campus facilities, including classrooms, dormitories, and common areas, positively impacts students' health, comfort, and satisfaction. Clean and well-maintained environments contribute to a positive learning atmosphere, enhance student focus, and reduce the spread of illnesses, which can directly affect academic performance (Severin & Sargeant, 2012). While students may express general satisfaction with housekeeping services, specific areas, such as restrooms, often require closer attention. Research highlights that poorly maintained or unclean restrooms can cause discomfort and frustration, leading to dissatisfaction and negatively impacting students' overall campus experience (Caldwell, 2012). Regular monitoring and improvements in these areas are essential to ensure that cleanliness meets the high expectations of students and contributes to their well-being and satisfaction.

Table 7
Level of Satisfaction of Students on the University Services in the area Instructors and Classroom Instructions

Items	Mean	Interpretation
Instructors and Classroom Instructions		
1. Instructors show mastery of the subject matter and use various methods/strategies in teaching.	3.53	Very High Level
2. Teachers are considerate with the area/location, internet connectivity of the students in attending online classes.	3.50	Very High Level
3. They entertain questions from the students during online sessions and clarify their concerns.	3.55	Very High Level
4. They create ways to motivate the students to perform better.	3.52	Very High Level
5. They relate with the students professionally.	3.52	Very High Level
6. They accommodate and assist the students in their concerns.	3.53	Very High Level
7. They are fair in assigning online works (Assignments, Task Performances) and in giving grades.	3.47	High Level
8. They manage the classes well and maintain classroom discipline.	3.53	Very High Level
9. They are punctual in meeting their online classes regularly.	3.50	Very High Level
10. They are well-groomed - clean, neat, and properly attired during class sessions.	3.58	Very High Level
Overall Mean	3.52	Very High Level



Table 7 shows the level of satisfaction of Students on the University Services in the area Instructors and Classroom Instructions in general is high level ($M=3.52$). Item 10, "They are well-groomed - clean, neat, and properly attired during class sessions." obtained the highest mean of 3.55 interpreted as very high level, while item 7 "They are fair in assigning online works (Assignments, Task Performances) and in giving grades." got the lowest mean of 3.47 interpreted as high level.

A very high level of satisfaction with instructors and classroom instructions results in positive learning experiences, improved academic performance, increased engagement, and participation rates. It also contributes to higher satisfaction and retention rates, positive instructor-student relationships, positive word-of-mouth, and motivated instructors. These implications contribute to a thriving and successful learning environment.

The findings of the study conform with the study of (Umbach & Wawrzynski, 2005) which indicates that when students are satisfied with the quality of teaching, they experience enhanced learning, leading to improved academic performance, higher engagement, and increased participation in class activities. Positive interactions between students and instructors foster a supportive learning environment, which not only enhances satisfaction but also improves retention rates and encourages students to continue their academic journey (Tinto, 2012). Additionally, satisfied students are more likely to engage in positive word-of-mouth, enhancing the institution's reputation and attracting new students (Elliott & Healy, 2011). This satisfaction also has reciprocal benefits for instructors, motivating them to continue improving their teaching practices, thereby creating a dynamic and thriving learning environment (Trigwell & Prosser, 2014). Thus, the quality of classroom instruction plays a critical role in shaping student success and institutional effectiveness. And finally, addressing the interconnected issues of teachers' adversity and learners' performance requires a holistic approach involving teachers, school administrators, policymakers, and other stakeholders (Coronado, D. T., & Eslabon, R., 2024).

Table 8
Level of Satisfaction of Students on the University Services in the area Medical/Dental Clinic

Items	Mean	Interpretation
Medical/Dental Clinic		
1. The medical/dental clinic is spacious with adequate first aid equipment.	3.50	Very High Level
2. The medical/dental clinic accommodates physical and monthly examinations for all new students and prospective employees.	3.51	Very High Level
3. The medical/ dental clinic conducts physical examination of students for apprenticeship/internships, on-the-job trainings, field trips, and for athletes needed for local competitions.	3.53	Very High Level
4. The medical/dental clinic supports various medical missions of the university.	3.52	Very High Level
5. The school physician/dentist is available for consultation/treatment during schedules duty hours.	3.52	Very High Level
6. Initial dose of needed medicines is administered if available.	3.53	Very High Level
7. The school clinic provides orientation on activities undertaken by health services.	3.55	Very High Level
8. The school physician/dentist conducts individual health teaching or small group discussion during consultation hours.	3.51	Very High Level
9. The medical/dental clinic conducts periodic and random medical and dental examinations to students and employees.	3.51	Very High Level
10. The medical/dental clinic attends to emergency cases and facilitates referral/transfer to hospitals, if needed.	3.53	Very High Level
Overall Mean	3.52	Very High Level

Table 8 shows the level of satisfaction of Students on the University Services in the area Medical/Dental Clinic in general is high level ($M=3.52$). Item 7 "The school clinic provides orientation on activities undertaken by health services." obtained the highest mean of 3.55 interpreted as very high level, while item 1 "The medical/dental clinic is spacious with adequate first aid equipment." got the lowest mean of 3.50 interpreted as very high level.

A very high level of satisfaction on medical and dental clinic services leads to improved health outcomes, increased students trust and confidence, enhanced communication, positive word-of-mouth, higher patient retention, efficient clinic operations, compliance with regulations and standards, and a positive working



environment. These implications contribute to the success and reputation of the clinic and ensure the delivery of quality healthcare services environment.

The findings of the study conform with the study of (Al-Johani & Al-Ghamdi, 2011) which shows that when students are satisfied with the healthcare services they receive, they are more likely to seek timely medical care, leading to better health management and outcomes (Al-Johani & Al-Ghamdi, 2011). This satisfaction also enhances communication between students and healthcare providers, fostering a positive relationship built on trust and confidence. Additionally, positive experiences in clinic services often generate word-of-mouth referrals, increasing patient retention and further strengthening the clinic's reputation within the institution (Kong, Camacho, & Feldman, 2013). Clinics that operate efficiently and comply with health regulations and standards are more likely to meet students' expectations and ensure the delivery of quality care, which contributes to a positive working environment for healthcare professionals (Nguyen, 2013). Overall, these factors together enhance the success and reputation of campus medical and dental services, ensuring continued student satisfaction and well-being.

Table 9

Level of Satisfaction of Students on the University Services in the areas, Campus Safety and Security, Student Records Section, Learning Resources, Guidance Services, Assessment and Payments/Cashier, Equipment Maintenance and Housekeeping and Instructors and Classroom Instructions, and Medical/Dental Clinic and when taken as a whole

Areas	Mean	Interpretation
Campus Security and Safety	3.47	High Level
Student Records Section/Registrars	3.46	High Level
Learning Resource/Library	3.49	High Level
Guidance Services	3.56	Very High Level
Assessment and Payments/Cashier	3.41	High Level
Equipment Maintenance and Housekeeping	3.39	High Level
Instructors and Classroom Instructions	3.52	Very High Level
Medical/Dental Clinic	3.52	Very High Level
Overall Level of Satisfaction	3.48	High Level

Table 9 shows the level of satisfaction of Students on the University in general is high level (M=3.48). "Instructors and Classroom Instructions" and "Medical/Dental Clinic" obtained the highest mean of 3.52 interpreted as very high level, "Equipment Maintenance and Housekeeping", got the lowest mean of 3.39 interpreted as high level.

This implies that students are satisfied with university services and it often indicates that the institution provides effective academic support. This support can lead to improved learning outcomes, better academic performance, and increased success in graduates' professional lives. It can also contribute to improved faculty and staff morale. Satisfied students often have positive interactions with faculty and staff, which can create a positive work environment and job satisfaction among university employees.

The findings of the study conform with the study of (Alves & Raposo, 2011) which highlights that when students feel supported by the services offered—such as academic advising, tutoring, and career services—they experience enhanced academic success and are more likely to transition smoothly into their professional lives. This satisfaction not only benefits students but also positively influences faculty and staff morale. Research suggests that when students have positive interactions with faculty and staff, it fosters a collegial and supportive environment that contributes to job satisfaction among university employees (Wilkins & Balakrishnan, 2013). Furthermore, satisfied students are more likely to engage actively in their educational journey, which enhances the overall campus climate and promotes a collaborative and productive working environment for faculty and staff (Browne, Kaldenberg, Browne, & Brown, 2014). As a result, institutions that prioritize student satisfaction not only improve academic outcomes but also contribute to a positive institutional culture.

Conclusions:

Based on the findings of the study, the following conclusions were drawn:

While the safety and security measures may be effective, the behavior and treatment of the security guards towards students need to be improved to enhance overall student satisfaction. It is important to ensure that



security personnel maintain professionalism and treat students with courtesy in order to create a positive and respectful environment.

As for the Registrar's office, findings revealed that the services provided by the registrar's are satisfactory. However, the physical environment and comfort of the waiting area needs upgrading. To further enhance student satisfaction, attention should be given to creating a more pleasant and comfortable waiting area. This could include additional seating arrangement, upgrading amenities, or addressing any other specific concerns raised by students about the waiting area.

While the maintenance and housekeeping services may be effective in maintaining the overall cleanliness of the campus, there is a need for an effective strategic plan to ensure that the sanitation and maintenance of the restrooms meet the students' expectations and enhance their satisfaction.

As for the area of miscellaneous and other fees, open communication and transparency in explaining the purpose and necessity of those fees could also contribute to improving student satisfaction in this aspect.

Recommendations

1. The Security and Safety Office must provide comprehensive training sessions or workshops for the security personnel. These sessions could focus not only on enhancing their security skills but also on improving their interpersonal and customer service skills, emphasizing the importance of treating students with courtesy, respect, and professionalism.
2. The Registrar's Office must find ways in enhancing the seating arrangements to provide more comfort and convenience for students, ensuring proper lighting and ventilation, and creating a welcoming and aesthetically pleasing atmosphere.
3. The Facilities Management office must focus on improving the cleaning and upkeep of the restrooms. This could involve increasing the frequency of cleaning, implementing more effective cleaning procedures, and closely monitoring the cleanliness standards in those areas. Regular inspections and feedback from students can also help in identifying and rectifying any cleanliness issues promptly.
4. The Finance Office must review and assess the fee structure. This could involve conducting a thorough analysis of the current fees and assessing their alignment with the services and resources provided to students. It is essential to ensure that the fees charged are reasonable, transparent, and justified.

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