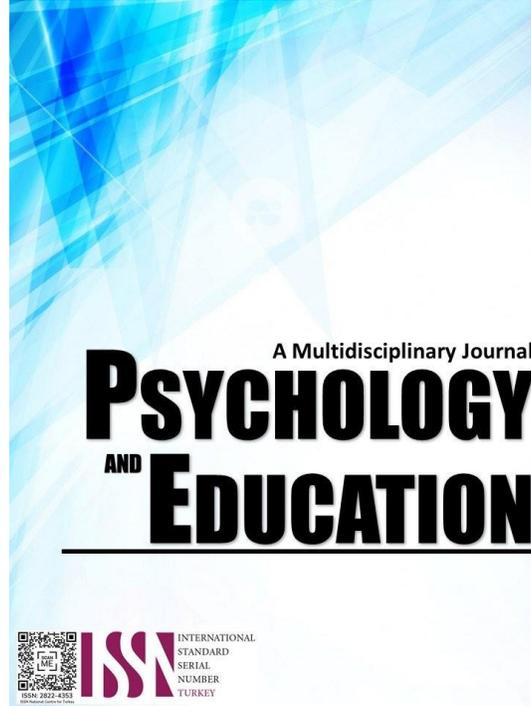


CLIENTELE SATISFACTION OF STUDENT AFFAIRS AND SERVICES (SAS) PROGRAMS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 36

Issue 3

Pages: 263-272

Document ID: 2025PEMJ3458

DOI: 10.70838/pemj.360302

Manuscript Accepted: 04-15-2025

Clientele Satisfaction of Student Affairs and Services (SAS) Programs

Christian G. Guillermo,* Edmundo A. Obina
For affiliations and correspondence, see the last page.

Abstract

The Office of Student Affairs and Services at Isabela State University provided a set of programs and services that supported students' academic experiences to attain holistic student development. Its main goal was to promote an academic community that manifested personal growth, integrity, and well-rounded students in pursuing their chosen careers toward an improved quality of life in society. This study aimed to evaluate the level of students' satisfaction with student affairs and services, such as Admission Services, Information and Orientation Services, Guidance and Counseling Services, Student Training Services, Student Organizations and Activities, and Scholarship and Financial Assistance. The study used the descriptive-comparative method of research, data were collected from 385 students who were enrolled during the 2nd Semester of SY 2022–2023. A proportion allocation method was utilized in the selection of participants. The majority of the respondents were below 20 years old, female, first-year students, single, and Ilocano. The data collected were tabulated, interpreted, and analyzed using the weighted mean, T-test and ANOVA. Results revealed that students were very satisfied with the different programs of the Office of Student Affairs and Services. However, the lowest satisfaction rating was observed in Guidance and Counseling Services, indicating a potential area for improvement. Furthermore, the study revealed significant differences in satisfaction levels based on age and sex, particularly in Information and Orientation Services and Scholarship and Financial Assistance, respectively. Meanwhile, no significant differences were observed in satisfaction levels based on year level, civil status, or dialect, suggesting that SAS programs were inclusive and equitable for all students. To maintain high satisfaction levels, the OSAS was encouraged to sustain and enhance its programs through regular evaluations and feedback to guide improvements and respond to students' evolving needs.

Keywords: *Holistic Student Development, Students Satisfaction, Student Affairs and Services (SAS), Higher Education Institution (HEI)*

Introduction

In today's competitive educational environment, Higher Education Institutions (HEIs) are increasingly recognizing the pivotal role that Student Affairs and Services (SAS) programs play in shaping the overall student experience and fostering a supportive campus environment. SAS programs encompass a wide range of services and activities aimed at enhancing students' academic success, personal development, and well-being. As universities and colleges strive to meet the diverse needs of their student populations, understanding and addressing clientele satisfaction with SAS programs becomes paramount for continuous improvement and policy refinement.

Student satisfaction has grown important as a criterion for evaluating higher education institutions. As students and their families continue to invest substantial time and money in furthering their education, they must provide a quality educational experience that fits their needs and expectations. In the past few years, there has been a growing focus on identifying ways institutions can improve student satisfaction and studying the elements that contribute to student satisfaction. According to Ludeman (2002) higher education and student affairs and services must be student-centered and incorporate students as partners and responsible stakeholders in their education since they are essential partners in providing services and programs. Student affairs and services must be provided in a seamless, significant way and connected with the institution's academic goal. These procedures and the rules that come from them must be based on reliable standards and academic studies, and they must be carried out in collaboration with the entire campus community.

HEIs in the Philippines have varying levels of implementation of Student Affairs and Services (SAS) programs, but all must adhere to CHED Memorandum Order (CMO) No. 9, 2013, which outlines the "Enhanced Policies & Policies for Student Services and Affairs." In light of the COVID-19 pandemic, all HEIs must prioritize student safety by immediately transitioning to flexible delivery of SAS services in accordance with the new CMO 08, s. 2021, which provides guidelines for implementing flexible delivery of SAS.

The Office of Student Affairs and Services at Isabela State University provides sets of programs and services that support students' academic experiences to attain holistic student development. Its main goal is to promote an academic community that manifests personal growth, integrity, and well-rounded students in pursuing their chosen careers toward an improved quality of life in society. According to the International Association of Student Affairs and Services (2020) it is necessary to regularly examine and analyze the program's components to ascertain its applicability, relevance, effectiveness, and efficiency in the present. And the best way to track the development and success of the overall SAS program is to assemble a strong SAS staff, forge positive relationships with the student organizations or leaders, and working closely with the academic departments to provide comprehensive support.

To improve its various programs and services, it is essential to monitor and evaluate its SAS programs regularly. Gathering feedback from various clients and conducting comprehensive evaluation can help assess the level of students' satisfaction and the performance of student affairs and services programs and services for SY 2022-2023. This evaluation will serve as a basis for the University to make

vital changes and improve its services; thus, the study on customer satisfaction with the Student Affairs and Services programs.

Research Questions

This study aimed to evaluate the level of students' satisfaction of student affairs and services of Isabela State University, Echague Campus. Specifically, it sought to answer the following:

1. What is the profile of the student-participants in terms of:
 - 1.1. Age,
 - 1.2. Sex,
 - 1.3. Civil Status,
 - 1.4. Year Level, and
 - 1.5. Dialect?
2. What is the level of satisfaction of the students and SAS practitioners in the services offered of the University in terms of:
 - 2.1. Admission Services,
 - 2.2. Information and Orientation Services,
 - 2.3. Guidance and Counseling Services,
 - 2.4. Student Training Services,
 - 2.5. Student Organizations and Activities, and
 - 2.6. Scholarship and Financial Assistance?
3. Is there a significant difference between students' satisfaction to the different services as grouped according to profile variables?

Literature Review

Higher Education Institutions (HEIs) are considered as the primary providers of academic and non-academic services to their clients, and the satisfaction of these clients on frontline services is of utmost importance (Ali et al., 2020). Higher education is increasingly recognizing the relevance of the student affairs and services section. In higher education, all operations, including student affairs and services, must be effectively managed. The position of an overall manager for student services, whose duties include providing coordination in developing functions and activities that enhance student learning and success within the context of a student services vision and mission, is essential to effective management in student affairs and services (Arminio, 2009). The performance of such institutions heavily relies on the habits of their frontline service providers, making it essential to recognize the critical role they play in delivering quality educational services (Lee et al., 2016).

The study of Galvez (2018) found out that students are generally highly satisfied with the caliber of services offered by the Student Services and Affairs Department. The Guidance and Counselling unit must administer student evaluation tools on a regular and periodic basis in order to determine the relevant treatments required in the new normal. The promotion of mental health among students through different means may become more intense (Salandanan et al., 2021). According to Bakar Siddique et al. (2022), greater efforts are needed to improve mental health awareness, as well as more university-level intervention programs to educate students on appropriate attribution of mental diseases. As a result, educational activities may need to be tailored to certain groups, with a focus on women, youth, and the impoverished.

The study of Said et al., (2013) emphasized that the success of leadership training was further evaluated by whether student leaders indicated that they utilized the knowledge and skills learned from the leadership training programs in the performance of their tasks as student leaders in residential college. The study revealed that participation in leadership training programs increased and enhanced the majority of participants' knowledge of leadership.

According to Ibarrientos (2015), since student services and activities are highly advantageous to academic success when properly managed and supervised, educators believed that social growth and interpersonal relationships are promoted by co-curricular activities that are well-thought out and extracurricular activities, which are frequently helpful in fostering a positive attitude among the students. Vega (2019), point out that many high school graduates in the Philippines, cannot be sent by their parents to school because of poverty. The services this office offers, and the availability of scholarships lay a solid foundation for assisting students in their academic endeavors. In fact, according to a previous study Cajucom et al., (2019), one of the variables evaluated by students when selecting a college is the scholarships and grants granted by the university.

Methodology

Research Design

The study used the descriptive - comparative method of research. This is to determine the level of students' satisfaction of the students towards the different Student Services of the University.

Respondents

The participants of the study were students officially enrolled at Isabela State University–Echague Campus during the 2nd Semester of

SY 2022–2023, totaling 9,941. Using the proportion allocation method, a sample size of 385 students was selected. The sample size was determined based on a 95% confidence level and a 5% margin of error.

Table 1. *Demographic Profile*

<i>Profile</i>	<i>Frequency</i>	<i>Percent</i>
Age		
Below 20 Years Old	243	63.1
21-25 Years Old	135	35.1
26-30 Years Old	7	1.8
Sex		
Male	115	29.9
Female	270	70.1
Year Level		
First Year	133	34.5
Second Year	101	26.2
Third Year	85	22.1
Fourth Year	64	16.6
Six Year	2	0.5
Civil Status		
Single	381	99.0
Married	4	1.0
Dialect		
Ilocano	210	54.5
Ibanag	14	3.6
Gaddang	13	3.4
Yogad	37	9.6
Tagalog	103	26.8
Kankana-ey	8	2.1
Total	385	100

Table 1 depicted the distribution of the respondents based on their profile which comprised of age, sex, year level, civil status, and dialect. As presented in the table, majority of the respondents belong to the Age Group of Below 20 Years Old with a frequency count of 243 or 63.1% of the total sample.

In terms Sex stratification, the sample was dominated by female respondents with 270 frequency count or 70.1% of the total sample compared to male respondents with 115 frequency count or 29.9% of the total sample.

As to the year level, majority were first year with 133 frequency count or 34.5% of the total sample. The lowest number of respondents are from six year with frequency count of 2 or 0.5% of the total sample.

When observed according to their civil status, the study found out the single respondents dominated the sample, which comprised of 381 or 99.0% of the total sample. This finding could be attributed to the fact that the respondents were likely to be more focus on their academic achievement academic career.

In terms of dialect, a large majority of respondents were Ilocano with 210 frequency count or 54.5% of the total sample, followed by Tagalog with 103 frequency count or 26.8% of the total sample. The least number of respondents are Kankana-ey with frequency count of 8 or 2.1% of the total sample.

Instrument

The instrument was adapted from the study of Salandanan et. al (2021), titled Predictors of the Effectiveness and Efficiency of Student Affairs and Services (SAS) among Higher Education Institutions (HEI's). There were necessary revisions that made to suit the needs of the study. Prior to the gathering of data and testing of the reliability of the questionnaire, the researcher conducted test-retest method to 30 non-participants. The result of the validation was 0.73 using the Cronbach alpha, this suggest that the survey items are reasonably consistent in measuring student satisfaction. The instrument was administered to the respondents using survey questionnaire and the respondents were rated using the following scale with descriptive rating and equivalent as follows:

Table 2. *Likert Four-Point Scale of Interpretation of the level of satisfaction of the students and SAS practitioners in the services offered of the University*

<i>Rating</i>	<i>Scale</i>	<i>Descriptive Equivalent</i>
4	3.26-4.00	Very Satisfied
3	2.51-3.25	Satisfied
2	1.76-2.50	Dissatisfied
1	1.00-1.75	Very Dissatisfied

Procedure

The researcher sought permission from the Office of Executive Officer of Isabela State University-Echague Campus to conduct the study. Before data collection, the validity of the research instruments was established, and the study participants were identified. The participants consisted of customers of the Office of Student Affairs and Services (OSAS). To ensure ethical compliance, informed consent was obtained from each participant before their involvement in the study. The researcher personally administered the distribution of survey instruments to the identified respondents.

Data Analysis

After data collection, the gathered data were analyzed using appropriate statistical tools. Frequencies and percentages were used to present the demographic profile of the participants, including their age, gender, course, year level, civil status, and dialect. To assess the level of satisfaction with OSAS services, the weighted mean was computed. Additionally, a one-way ANOVA and a T-test were conducted to determine significant differences between respondents' satisfaction levels and their demographic profiles.

Ethical Considerations

The researcher informed the participants about the confidentiality, privacy, and anonymity that was maintained during and after data collection, storage, and publication of the research paper. The Data Privacy Act governs and protects all data generated during the course of the research

Results and Discussion

This section presents the results, discussions, and implications of this study.

Table 3. *Level of Satisfaction of the Respondents in terms of Admission Services*

Statements	Mean	QD
1. Provide online recruitment, selection, admission services.	3.89	Very Satisfied
2. There is a wide and well dissemination of admission services in different ways. (Digital and printed)	3.87	Very Satisfied
3. Policies and procedure on selection, admission, and retention of students are implemented and disseminated to students via Google/zoom meet and other online & offline ways.	3.86	Very Satisfied
4. Admission records filed in soft and hard copies to make them more available to concerned parties.	3.98	Very Satisfied
5. There is a consultation and approval of retention policies by higher authorities (Academic Council/Board of Trustees/Regents).	3.94	Very Satisfied
Grand Mean	3.91	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51–3.25, Satisfied; 1.76–2.50, Dissatisfied; 1.00–1.75, Dissatisfied

Table 3 presents the level of satisfaction of the respondents in terms of Admission Services. It was shown in the table that the overall mean performance measured from the responders was 3.91 with qualitative description of Very Satisfied. This indicates that the respondents are overwhelmingly satisfied with the different programs and activities by the Admission Office.

According to Mahmood et al., (2014), admissions process is the first step in a student's enrollment in a university; as a result, it will have an impact on how satisfied and accepting they are of the university's learning environment and other services.

Table 4. *Level of Satisfaction of the Respondents in terms of Information and Orientation Services*

Statements	Mean	QD
1. The school university offers and orientation program for new students, returnees, and transferees and their families to share the vision, mission, policies, procedures, and expectation of the university.	4.12	Very Satisfied
2. A wide dissemination of all information, concern, and activities to students and in the university community in different ways are given.	4.04	Very Satisfied
3. Printed of digital information and orientation materials (brochures, handouts, orientation and learning packet, manual, etc.) to students are readily available.	3.84	Very Satisfied
4. Different organizations indicating their relationship with other units are introduced to college/university-wide.	3.98	Very Satisfied
5. The accomplishment of SAS are disseminated to students, faculty, staff, and administrators.	3.93	Very Satisfied
Grand Mean	3.98	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51–3.25, Satisfied; 1.76–2.50, Dissatisfied; 1.00–1.75, Dissatisfied

The table 4 presented the Level of Satisfaction of the Respondents in terms of Information and Orientation Services. It was gleaned in the table that the overall mean performance of the responders was 3.98 with qualitative description of Very Satisfied. This means that the respondents are highly satisfied on the activities conducted by the SAS such as in the conduct of orientation program and dissemination of information, policies, and activities of the University to the new, old and transferee students.

This is supported by the study of Salandanan et al., (2021) that students who are freshmen as well as those who are beginning a new semester or course are given the opportunity to participate in orientation. Students are expected to understand everything there is to know about the school, including the academic programs, policies, and facilities that are available.



Table 5. *Level of Satisfaction of the Respondents in terms of Guidance and Counseling Services*

Statements	Mean	QD
1. The Guidance and Counselling Unit conducted remote psychological first aid, teleconferencing, mental health campaigns through mobile or landline.	3.25	Satisfied
2. The Guidance and Counselling Unit has partnership with organizations where the students are in or living.	3.90	Very Satisfied
3. The unit conducted different intervention programs and services to promote and enhance student welfare and development.	3.91	Very Satisfied
4. There is a webinar series for mental health and wellness for students.	4.08	Very Satisfied
5. Gender-sensitive, individual and group counseling is provided through online platforms.	3.23	Satisfied
Grand Mean	3.67	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51–3.25, Satisfied; 1.76–2.50, Dissatisfied; 1.00–1.75, Dissatisfied

Table 5 shows the Level of Satisfaction of the Respondents in terms of Guidance and Counseling Services. It was shown in the table that the overall mean score of the respondents was 3.57 with qualitative description of Very Satisfied. However, the statements; the Guidance and Counselling Unit conducted remote psychological first aid, teleconferencing, mental health campaigns through mobile or landline and gender-sensitive, individual and group counseling is provided through online platforms obtained a low rating than the rest. According to Bakar Siddique et al., (2022), more efforts are needed to promote mental health awareness, as well as more university-level intervention programs to educate students on appropriate attribution of mental diseases. Salandanan et al., (2021) discovered that the Guidance and Counselling unit must offer student evaluation tools on a regular and periodic basis in order to determine the necessary treatments required in the new normal. The promotion of mental health among students through various techniques may become increasingly intense.

Table 6. *Level of Satisfaction of the Respondents in terms of Student Training Services*

Statements	Mean	QD
1. Provide student a list of online webinars-workshops and conferences.	3.25	Satisfied
2. The institution provides leadership training to students.	3.99	Very Satisfied
3. Give skills training and development programs	4.02	Very Satisfied
4. Send printed materials on leadership training modules to student leaders.	3.79	Very Satisfied
5. Provide opportunities for promotion and appreciation of culture and arts through varies activities.	4.02	Very Satisfied
Grand Mean	3.81	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51–3.25, Satisfied; 1.76–2.50, Dissatisfied; 1.00–1.75, Dissatisfied

The table 6 reveals the Level of Satisfaction of the Respondents in terms of Student Training Services. It was presented in the table that the respondents are satisfied with overall mean performance of 3.81. However, it is worth noting that one item under the Student Training Services dimension that received lower rating than the rest. This is to provide the student a list of online webinars-workshops and conferences. Said et al. (2013) found that participation in leadership training programs strengthened and improved the majority of students’ knowledge of leadership.

Table 7. *Level of Satisfaction of the Respondents in terms of Student Organization Services*

Statements	Mean	QD
1. Allow submission of recognition/accreditation documents online or at drop-off points in the college/university.	3.97	Very Satisfied
2. Grant other forms of support to accredited student organizations in the college/university	4.03	Very Satisfied
3. The requirements and procedures for recognition/accreditation of student’s organizations are widely disseminated offline and online.	3.95	Very Satisfied
4. Give online platforms or virtual meeting rooms to student organizations for their student activities.	3.91	Very Satisfied
5. Strongly emphasize observance of proper discipline even in online classes.	3.95	Very Satisfied
Grand Mean	3.96	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51–3.25, Satisfied; 1.76–2.50, Dissatisfied; 1.00–1.75, Dissatisfied

It was revealed in table 7 that all the statements in the different services of the Student Organization were marked as Very Satisfied by the respondents, with an overall mean score of 3.96. The results conclude that the Student Organization is able to provide support to the welfare of students and the development of activities through the different organizations. As well as, allowing students organization to conduct activities through different platforms. Ibarrientos (2015), claims that educators believed that well-planned co-curricular activities and extracurricular activities, which are frequently beneficial in developing a positive attitude among the students, promote social growth and interpersonal relationships. This is because student services and activities are highly advantageous to academic success when properly managed and supervised.

Table 8. *Level of Satisfaction of the Respondents in terms of Scholarship and Financial Assistance*

Statements	Mean	QD
1. Access to different scholarships and financial assistance are available to students via Facebook, Gmail and other digital forms and allow limited consultation in the college/university.	4.16	Very Satisfied
2. There is an online application and submission of documents for Scholarship and Assistance applicants.	4.21	Very Satisfied
3. Updates, Guidelines on scholarship, and financial assistance are posted in different digital forms.	4.20	Very Satisfied



4. There are financial assistance programs designed for a merit scholarship.	4.27	Very Satisfied
5. There is continuous monitoring and assessment of grantees/scholars in their academic status.	4.19	Very Satisfied
Grand Mean	4.20	Very Satisfied

Legend: 3.26–4.00, Very Satisfied; 2.51-3.25, Satisfied; 1.76-2.50, Dissatisfied; 1.00–1.75, Dissatisfied

Table 8 shows that all statements obtained a very satisfied rating from the respondents with overall mean score of 4.20. The results imply that the scholarship and financial assistance unit was able to meet the expectations of the respondents therefore satisfying their needs. According to Vega (2019), many high school graduates in the Philippines cannot be sent to school by their parents due to poverty. The services provided by this office, as well as the availability of scholarships, provide a solid platform for aiding students in their academic pursuits. In fact, a previous study of Cajucom et al., (2019) found that one of the factors students consider while choosing a college is the scholarships and grants offered by the institution.

Table 9. Summary of the Mean & Descriptive Interpretation on the Level of Satisfaction of the Respondents on Student Affairs and Services Programs

Student Affairs and Services Programs	Mean	QD
Scholarship and Financial Assistance	4.20	Very Satisfied
Information and Orientation Services	3.98	Very Satisfied
Student Organization Services	3.96	Very Satisfied
Student Training Services	3.81	Very Satisfied
Admission Services	3.91	Very Satisfied
Guidance and Counseling Services	3.67	Very Satisfied
Grand Mean	3.92	Very Satisfied

Table 9 shows the summary of the mean and descriptive interpretation on the level of satisfaction of the respondents on student affairs and services programs. As gleaned on the table, the Scholarship and Financial Assistance obtained the highest mean while the Guidance and Counseling Services had the lowest mean of 3.67 with descriptive interpretation of Very Satisfied. Overall, the respondents evaluated the Student Affairs and Services Programs as Very Satisfied with Grand Mean o 3.92. Higher levels of student satisfaction with educational services are implied by higher levels of perceived higher education service quality (Emiliani, M.L., 2005). According to Arminio et al., (2009) all activities in higher education, including student services and affairs, must be efficiently handled. Effective management of student affairs and services depends on having a position of overall manager for student services, whose duties include coordinating the creation of functions and initiatives that improve student learning and success within the confines of a student services vision and mission.

Table 10. Difference in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped according to their Age

Student Affairs and Services Programs	GROUP MEANS			F-value	p-value
	Below 20 Years Old	21-25 Years Old	26-30 Years Old		
Admission Services	3.88	3.93	4.49	2.421ns	.090
Information and Orientation Services	3.94	4.01	4.71	4.097*	.017
Guidance and Counselling Services	3.89	3.95	4.57	2.754ns	.065
Student Training Services	3.90	3.93	4.54	2.362ns	.096
Student Organization and Services	3.90	3.93	4.54	2.362ns	.096
Scholarship and Financial Assistance	4.20	4.20	4.46	.359ns	.698

ns=not significant *=significant

Table 10 presents the finding on difference in the level of satisfaction on student affairs and services programs when respondents are grouped according to their age. It was presented in the table that Admission Services, Guidance and Counselling Services, Student Training Services, Student Organization Services, and Scholarship and Financial Assistance obtained a probability values of .090, .065, .096, .096, and .698 which are higher than the 0.05 level of significance; therefore, the null hypothesis is accepted.

However, Information and Orientation Services was found to have a significant difference when the respondents are grouped according to age with F-value of 4.097, and p-value of 0.017. Thus, the null hypothesis can be rejected, and it can be concluded that there is a statistically significant difference in the satisfaction levels of students ages 26-30 years old under. This indicates that older students may find these services more beneficial, possibly due to their increased familiarity with institutional processes and a greater need for structured information as they progress in their academic journey. According to Abdous, (2019) emphasized that students' academic self-efficacy is positively impacted by their level of satisfaction with online learning orientations program. Considering that older students frequently use online or blended learning formats because they are more flexible, good orientation programs can boost their self-esteem and contentment, which will improve their academic performance.

It was gleaned in Table 11 the findings on the differences in satisfaction levels with Student Affairs and Services (SAS) programs when respondents are grouped by sex. The findings indicate that, Admission Services, Information and Orientation Services, Guidance and Counseling Services, Student Training Services, and Student Organization and Services, there is no statistically significant difference in satisfaction between male and female respondents since the p-values for each program and services exceeded the probability values



that is higher than 0.05 level of significance; hence the null hypothesis is accepted

Table 11. *Difference in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped according to their Sex*

Student Affairs and Services Programs	Group Means		t-value	p-value
	Male	Female		
Admission Services	3.89	3.92	-.264ns	.792
Information and Orientation Services	3.99	3.97	.202ns	.840
Guidance and Counselling Services	3.92	3.92	-.037ns	.970
Student Training Services	3.93	3.92	.191ns	.849
Student Organization and Services	3.93	3.92	.191ns	.849
Scholarship and Financial Assistance	4.08	4.26	-2.057*	.040

ns=not significant *=significant

However, a significant difference was observed in the Scholarship and Financial Assistance program, where the p-value of 0.040 is below the 0.05 significance level. The mean satisfaction scores indicate that female respondents (4.26) reported a higher level of satisfaction compared to male respondents (4.08). As a result, the null hypothesis is rejected for this specific program, concluding that sex influences satisfaction with scholarship and financial assistance. The result suggests that male students may face challenges in accessing or benefiting from financial aid compared to female students. This could be due to differences in awareness, eligibility, or the perceived adequacy of support. According to the study of Grebennikov and Skaines (2009), female students value university services more than male students do. As their studies develop, female students grow more discerning regarding the quality of services, but male students' expectations remain rather consistent. This increased expectation among female students may lead to better engagement with programs such as scholarships and financial help, resulting in higher levels of satisfaction.

Table 12. *Difference in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped according to their Year Level*

Student Affairs and Services Programs	Group Means					F-value	p-value
	First Year	Second Year	Third Year	Fourth Year	Sixth Year		
Admission Services	3.90	3.81	3.91	4.08	3.90	1.326ns	.260
Information and Orientation Services	3.96	3.86	4.02	4.15	3.90	1.661ns	.158
Guidance and Counselling Services	3.88	3.83	3.99	4.06	3.90	1.044ns	.384
Student Training Services	3.91	3.81	3.97	4.05	3.80	1.029ns	.392
Student Organization and Services	3.91	3.81	3.97	4.05	3.80	1.029ns	.392
Scholarship and Financial Assistance	4.17	4.16	4.29	4.22	4.00	.427ns	.789

ns=not significant *=significant

Table 12 provides a comprehensive analysis of the difference in the level of satisfaction on Student Affairs and Services Programs, highlighting the lack of statistically significant differences when respondents are grouped by Year Level. Although there are differences observed in the means, these differences are not large enough to be considered significant. This finding suggests that the different programs and services of Student Affairs are effective in meeting the needs of the students and it is essential to the University to continue striving for excellence to sustain a high level of student satisfaction.

Thus, the null hypothesis of the study is accepted, which indicates that there is no significant difference between the year level and satisfaction with Student Affairs and Services Programs. The result of the study suggest that the University's Student Affairs and Services programs are effectively met the needs of the students, this can be used as basis for policy improvement and program development. The study of Bironia and Ecat (2023) found out that student satisfaction at a private tertiary educational institution discovered that satisfaction levels did not vary significantly by year level. This demonstrates that well-implemented student services may continuously address students' requirements throughout their academic careers. In addition, Cabellon and Junco (2015) emphasized that examining SAS programs as instruments for quality improvement revealed that effective implementation leads to high satisfaction with students, independent of their year level, emphasizing the importance of continual assessment and improvement in preserving service quality.

Table 13. *Difference in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped according to their Civil Status*

Student Affairs and Services Programs	Group Means		t-value	p-value
	Single	Married		
Admission Services	3.91	4.15	-.657ns	.511
Information and Orientation Services	3.98	4.40	-1.156ns	.249
Guidance and Counselling Services	3.92	4.25	-.851ns	.395
Student Training Services	3.92	4.25	-.846ns	.398
Student Organization and Services	3.92	4.25	-.846ns	.398
Scholarship and Financial Assistance	4.21	3.85	.892ns	.373

ns=not significant *=significant

Table 13 shows that there are no statistically significant differences in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped based on Civil Status. This finding indicates that University is offering student programs and services in an inclusive and equitable manner and satisfying the needs of both single and married students.

Moreover, it was gleaned in the table that the non-significant p-values exceeded the critical value of 0.05 which indicates that the null hypothesis is accepted. Thus, there are no significant difference in the level of satisfaction of Student Affairs and Services Programs between Civil Status. This imply that the study did not find any evidence to reject the null hypothesis and the students' civil status does not appear to be a determining factor in how satisfied the students with the services offered by the University.

Overall, the study suggest that Student Affairs and Services Programs are designed and implemented to cater the diverse needs of the students, regardless of their civil status. This finding is essential for university administrators, as it highlights the need to maintain and improve these programs that are equitable and accessible for the benefit of all students.

According to the study of Utami and Regita (2023), examination of student satisfaction with student affairs unit services, tangibles, responsiveness, certainty, dependability, and empathy all have a big impact on satisfaction. The study found out that educational satisfaction is consistently high across all demographic groups, including those with varying civil status, when these criteria are fully addressed. In addition, Maslang et al., (2021) emphasized that diverse learners will be supported and overall student satisfaction will be further increased by ongoing efforts to preserve and expand these accessible and equitable programs.

Table 14. *Difference in the level of satisfaction on Student Affairs and Services Programs when respondents are grouped according to their Dialect*

Student Affairs and Services Programs	GROUP MEANS						f-value	p-value
	Ilocano	Ibanag	Gaddang	Yogad	Tagalog	Kankana-ey		
Admission Services	3.89	3.83	4.15	3.77	3.94	4.40	1.343ns	.245
Information and Orientation Services	3.98	3.87	4.23	3.76	4.00	4.53	1.958ns	.084
Guidance and Counselling Services	3.90	3.70	4.12	3.72	4.03	4.18	1.484ns	.194
Student Training Services	3.92	3.79	4.08	3.72	3.96	4.28	1.042ns	.392
Student Organization and Services	3.92	3.79	4.08	3.72	3.96	4.28	1.042ns	.392
Scholarship and Financial Assistance	4.21	4.07	4.57	4.12	4.20	4.23	.706ns	.620

ns=not significant *=significant

Table 14 shows the differences in the level of satisfaction with Student Affairs and Services (SAS) programs when respondents are grouped based on their dialect. The findings indicate that there are no statistically significant differences across all SAS programs, as evidenced by the p-values exceeding the 0.05 significance level. This suggests that the university's SAS programs are designed inclusively, ensuring that students from different linguistic backgrounds receive equitable and satisfactory services.

While minor disparities in mean satisfaction scores are observed across different dialect groups, these differences are not substantial enough to be considered significant. Based on means, respondents who speak Kankana-ey reported the highest satisfaction in Admission Services with 4.40 and Information and Orientation Services with 4.53, while Yogad speakers exhibited the lowest satisfaction levels in these categories. However, since the p-values remain above 0.05, these differences could be attributed to individual experiences rather than systemic disparities in service delivery.

The results imply that dialect does not play a determining role in students' satisfaction with SAS programs. This finding highlights the effectiveness of the university's efforts in providing student services that cater to a linguistically diverse student body. Moving forward, continuous monitoring and assessment of these programs can further strengthen their inclusivity and responsiveness to students' needs. The study Wolfram (2023) underlines the significance of recognizing and addressing linguistic diversity in higher education institutions. It emphasizes that ignoring language disparities can perpetuate injustice, but taking proactive steps to accommodate linguistic variety can increase inclusivity and student satisfaction.

Conclusions

The research study was conducted during the 2nd Semester SY 2022-2023. Majority of the respondents were below 20 years old, female, first-year students, single, and Ilocano. The level of satisfaction among students was generally high, with the Scholarship and Financial Assistance program reporter the highest mean rating. Overall, the Student Affairs and Services Programs were perceived as very satisfied, with a grand mean of 3.92. Among the various services, Scholarship and Financial Assistance received the highest satisfaction rating, while Guidance and Counseling Services had the lowest, though still within the "Very Satisfied" range. The results suggest that Admission Services, Information and Orientation Services, Student Training Services, and Student Organization Services effectively meet student needs. However, areas such as remote psychological support in Guidance and Counseling Services and certain aspects of Student Training Services received slightly lower ratings, indicating the need for targeted improvements. Moreover, the study revealed significant differences in satisfaction levels based on age and sex, particularly in Information and Orientation Services and Scholarship and Financial Assistance, respectively. Meanwhile, no significant differences were observed in satisfaction levels based on year level, civil status, or dialect, suggesting that SAS programs are inclusive and equitable for all students.

The results highlight how crucial it is to improve student support services in order to guarantee continuous improvement in areas where

satisfaction ratings are lower. Student well-being can be further improved by strengthening guidance and counseling services, especially in the areas of gender-sensitive counseling, mental health initiatives, and remote psychological assistance. More equality and accessibility can also be fostered by enhancing Student Training Services and resolving inequalities in financial aid programs, particularly for male students. The study also emphasizes the necessity of customizing orientation and information services better to support older students, who might need more organized instruction. Overall, the results affirm that SAS programs effectively cater to students' diverse needs, and the findings provide valuable insights for policy improvements and program development to sustain a high level of student satisfaction.

Through an in-depth analysis of the study, the following recommendations were formulated: The Office of Student Affairs and Services, in collaboration with accredited student organizations, may consider conducting and providing a list of online webinars, trainings, workshops, and conferences for students. The Guidance and Counseling Unit should intensify the delivery of remote psychological first aid and teleconferencing, as well as promote mental health awareness through mobile or landline campaigns to address students' mental health needs. It is also recommended that the unit offer online platforms for gender-sensitive, individual, and group counseling. Furthermore, the unique characteristics of students such as age, sex, year level, civil status, and dialect should be taken into account when planning, designing, and implementing various student service programs. To maintain high levels of satisfaction, the Office of Student Affairs and Services is encouraged to continue and enhance its programs by regularly conducting evaluations and gathering feedback from students and other stakeholders to identify areas for improvement and to guide the development of new initiatives that address students' evolving needs.

References

- Abdous, M. (2019). Well Begun is Half Done: Using Online Orientation to Foster Online Students' Academic Self-Efficacy. *Online Learning*, 23(3). <https://doi.org/10.24059/olj.v23i3.1437>
- Ali, E. Y., Munir, M., Permana, J., & Kurniady, D. A. (2020). Improving the Quality of Academic Services in Higher Education by the Development of SIMANTAP. *Universal Journal of Educational Research*, 8(2), 371–386. <https://doi.org/10.13189/ujer.2020.080206>.
- Arminio, J., Roberts, D. C., & Bonfiglio, R. (2009). The Professionalization of Student Learning Practice. *About Campus: Enriching the Student Learning Experience*, 14(1), 16–20. <https://doi.org/10.1002/abc.279>.
- Bakar Siddique, M. A., Ovi, M. R., Ahammed, T., Baker Chowdhury, M. A., & Uddin, M. J. (2022). Mental health knowledge and awareness among university students in Bangladesh. *PubMed Central (PMC)*. <https://doi.org/10.1016/j.heliyon.2022.e11084>
- Bironia, M. C., & Ecat, J. E. D. (2023). Students' level of satisfaction on student services in a private tertiary educational institution. *Zenodo (CERN European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.8274901>
- Cabellon, E. T., & Junco, R. (2015). The digital age of student affairs. *New Directions for Student Services*, 2015(151), 49–61. <https://doi.org/10.1002/ss.20137>
- Cajucum, R. L., Campos Jr, R. B., & Mina, J. C. (2019). Appraisal of the Choice of College among Management and Business Technology Freshman Students. *International Journal of Advanced Engineering, Management and Science*, 5(1), 94–97. <https://doi.org/10.22161/ijaems.5.1.14>.
- CHED Memo, No. 9, s 2013. Enhanced Policies and Guidelines on Student Affairs and Services. <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.09-s2013.pdf>
- CHED Memorandum No 8, Series of 2021. Guidelines on the implementation of flexible delivery of student affairs and services programs. <https://ched.gov.ph/wp-content/uploads/CMO-No.-8-s.-2021.pdf>
- Emiliani, M. (2005). Using kaizen to improve graduate business school degree programs. *Quality Assurance in Education*, 13(1), 37–52. <https://doi.org/10.1108/09684880510578641>.
- Galvez, R. (2018). Student Affairs and Services of La Consolacion University Philippines: An Evaluation. *International Journal of Education and Research*, 6(2), 75-84.
- Grebennikov, L., & Skaines, I. (2009). Gender and higher education experience: a case study. *Higher Education Research & Development*, 28(1), 71–84. <https://doi.org/10.1080/07294360802444370>
- Ibarrientos, J. R. (2015). Implementation and effectiveness of student affairs services program in one polytechnic college. *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 144-156.
- International Association of Student Affairs and Services. (2020). Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices. IASAS Global http://iasas.global/wpcontent/uploads/2020/07/200707_DS_W_IASAS_final_web.pdf.



Lee, Y. C., Wang, Y. C., Lu, S. C., Hsieh, Y. F., Chien, C. H., Tsai, S. B., & Dong, W. (2016). An empirical research on customer satisfaction study: a consideration of different levels of performance. SpringerPlus, 5(1). <https://doi.org/10.1186/s40064-016-3208-z>.

Ludeman, R. B. (2002). The role of student affairs and services in Higher Education: A practical manual for developing, implementing, and assessing student affairs programs and services. Online Submission. <https://unesdoc.unesco.org/ark:/48223/pf0000128118>.

Mahmood, W. N., Dangi, M. R. M., & Ali, K. A. M. (2014). Investigating students' satisfaction level on implicit services of Malaysian public higher education institutions. Gading Journal for Social Sciences (e-ISSN 2600-7568), 18(01), 41-59. <https://gadingssuitm.com/index.php/gadingss/article/view/153>

Maslang, K. L., Baguilat, I. D., Mania, E. E. N., Damayon, S. B., & Dacles, D. D. M. (2021). Student Services Awareness and Satisfaction in a Private Higher Education Institution amid the Pandemic. American Journal of Educational Research, 9(12), 708-719.

Said, H., Pemberton, C. L. A., & Ahmad, I. (2013). Effectiveness of leadership training programs in public universities of Malaysia in developing students' knowledge of leadership. World Applied Sciences Journal, 28(1), 1-8. <https://doi.org/10.5829/idosi.wasj.2013.28.01.1804>

Salandan, F. H., Buenvenida, L. P., & Bandyopadhyay, M. M. (2021). Predictors of the Effectiveness and Efficiency of Student Affairs and Services (SAS) among Higher Education Institutions (HEI's). International Journal of Management, Entrepreneurship, Social Science and Humanities, 4(2), 99-117. <https://doi.org/10.31098/ijmesh.v4i2.666>

Utami, E., & Regita, D. B. A. (2023). Analysis of Student Satisfaction with Student Affairs Unit Services. Journal of Novel Engineering Science and Technology, 2(02), 46-52. <https://doi.org/10.56741/jnest.v2i02.370>

Vega, E. M. T. C. (2019). Students' Level of Satisfaction on the Program and Services Offered by the NEUST, San Isidro Campus. International Journal of Advanced Engineering, Management and Science, 5(3), 180-188. <https://doi.org/10.22161/ijaems.5.3.4>

Wolfram, W. (2023). Addressing Linguistic Inequality in Higher Education: A Proactive model. Daedalus, 152(3), 36-51. https://doi.org/10.1162/daed_a_02016.

Affiliations and Corresponding Information

Christian G. Guillermo

Isabela State University – Philippines

Engr. Edmundo A. Obina

Isabela State University – Philippines