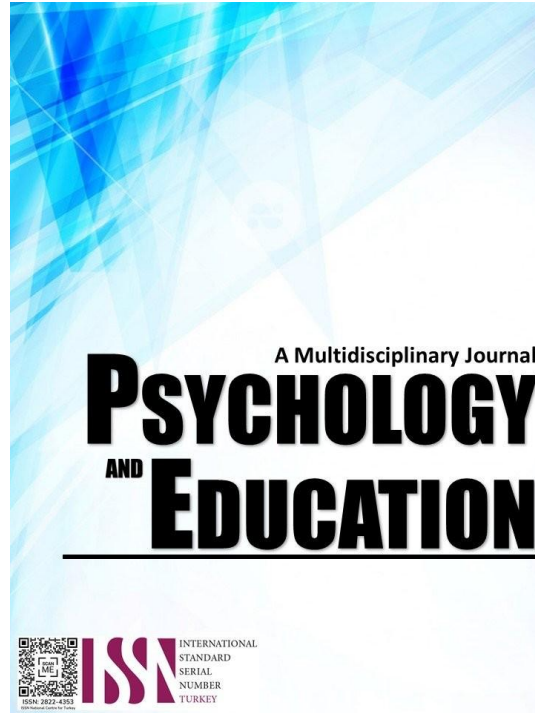


EVALUATING STUDENTS' SATISFACTION WITH STUDENT AFFAIRS SERVICES



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Evaluating Students' Satisfaction with Student Affairs Services

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Abstract

This research evaluated the students' satisfaction with Student Affairs Services at Bohol Island State University-Candijay Campus through a descriptive survey. The study had 974 student participants. The research tool measured the levels of satisfaction in nine areas of services, namely: Registrar Services, Library Services, School Clinic Services, Student Publication Services, Supreme Student Government Services, Guidance Services, Multi-faith Services, Cultural Services, and Sports Services. In each category, five specific items related to service delivery were used to measure. It was found that students were generally delighted with most services, while some of them rated the services as satisfactory. Overall, the outcomes suggest that the campus is successful in addressing student needs, although there is room for further improvement in certain areas of service.

Keywords: *student satisfaction, student affairs services, descriptive survey, higher education, service quality*

Introduction

Student satisfaction is a crucial measure of the effectiveness and quality of institutions of higher education, particularly in relation to student affairs services. Academic support services, counseling, extracurricular activities, residence, and career advice services fall under this general rubric and contribute to determining the overall quality of the student experience. While institutions of higher education strive to ensure student retention, engagement, and success, the knowledge and satisfaction levels of students with these services become increasingly relevant. Despite this, with the increasing focus on student-centered higher education, a significant gap remains in systematically measuring student satisfaction with student affairs services.

Literature has emphasized the role of student satisfaction as an integral part of institutional effectiveness. Student satisfaction has been positively related to student retention, academic achievement, and institutional reputation, according to Elliott and Shin (2002). It has also been established that student affairs services play a pivotal role in influencing students and enhancing their well-being (Kuh et al., 2006). However, most student satisfaction studies have centered on academic programs and faculty performance rather than non-academic services such as student affairs (Bean & Bradley, 1986; DeShields et al., 2005).

Although a few explorations of discrete areas of student affairs, such as housing or counseling, have been conducted, there are few systematic and comprehensive studies examining student satisfaction with the range of student affairs services. For example, a study conducted by Hamrick et al. (2004) discerned the significance of student participation in extracurricular activities. However, it did not address the impact of satisfaction with such services on the overall student experience. In the same vein, a study by Pascarella and Terenzini (2005) had identified the influence of student affairs on social and personal development. However, it had not yet developed a model for measuring levels of satisfaction.

Additionally, current student satisfaction measures are often imprecise and fail to accurately assess specific areas of student affairs services. The standard satisfaction surveys examine general indicators, such as overall satisfaction or willingness to recommend, without considering the relevant factors that shape students' attitudes towards these services (Aldemir & Gulcan, 2004). This dearth of literature underscores the need for a more formalized and comprehensive approach to evaluating student satisfaction with student affairs services.

The existing literature does not have a standard framework for systematically measuring students' satisfaction with student affairs services. Although there is sufficient evidence of the impact of these services on improving the student experience, little is known about students' perceptions and assessments of these services. The purpose of this study is to fill this research gap by creating and applying a systematic evaluation tool to measure student satisfaction with student affairs services. In the process, it aims to provide actionable recommendations for service improvement, ultimately enhancing the overall student experience.

Methodology

Research Design

This study employed a descriptive survey research design to systematically evaluate students' satisfaction with various student affairs services at Bohol Island State University (BISU)-Candijay Campus. The research was conducted at BISU-Candijay, one of the satellite campuses of Bohol Island State University, located in Candijay, Bohol, Philippines. This campus offers academic programs in education, business management, fisheries, and other science and technology-related fields.

Respondents

The participants consisted of 974 currently enrolled students who were selected through random sampling to ensure representation across different academic programs and year levels.

Instrument

The primary data collection instrument was a self-designed questionnaire designed to assess satisfaction levels across nine key service areas: Registrar Services, Library Services, School Clinic Services, Student Publication Services, Supreme Student Government Services, Guidance Services, Multi-Faith Services, Cultural Services, and Sports Services. Each service area contained five Likert-scale items that measured different aspects of service delivery. To ensure the validity and reliability of the instrument, the questionnaire underwent expert validation, with feedback incorporated to refine the questions. Ratings were interpreted as "Highly Satisfied," "Satisfied," "Need for Improvement," and "Need Significant Improvement."

Procedure

This research was conducted with the approval of the Student Development Services Director and the Campus Director. The heads of various SAS units held a consultative meeting to develop the research instrument, taking into account the processes and target outcomes of each office in relation to student services. After finalizing the tool, it was consolidated and distributed to students via Google Forms. Ample time was provided for students to complete the evaluation survey. The collected data were then compiled, analyzed, and interpreted as the study's findings.

Data Analysis

For data analysis, the tabulated results from Google Forms were extracted and reviewed. Each office's performance was interpreted based on the gathered responses. The data were then analyzed item by item to derive meaningful insights.

Ethical Considerations

Ethical considerations were strictly followed, including obtaining informed consent, maintaining data privacy, and reporting only aggregate results to protect participant anonymity.

Results and Discussion

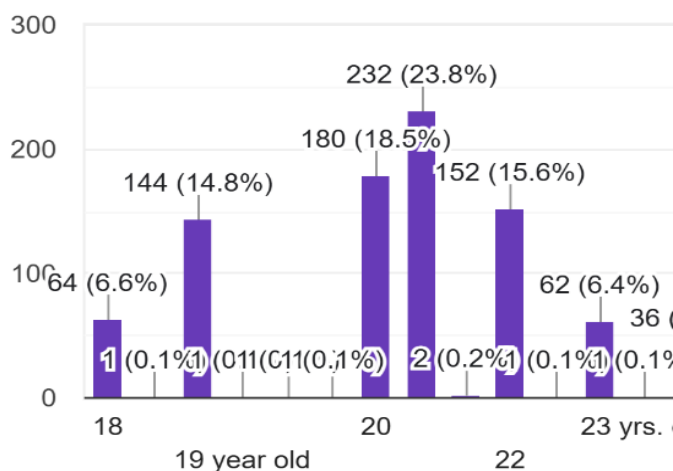


Figure 1. Age Distribution of Respondents

This data presents the age distribution of 974 respondents from Bohol Island State University-Candijay Campus. The highest frequency is observed among 21-year-olds, with 232 respondents, accounting for 23.8% of the total. This indicates that a significant portion of the sample falls within this age group.

The majority of respondents are between 18 and 22 years old, comprising nearly 60% of the total population. A noticeable decline in frequency is observed among respondents aged 23 and above, with only 62 individuals in this category. This sharp decrease suggests that the student demographic is predominantly younger.

Understanding the age distribution of students enables the university to tailor its academic programs, support services, and engagement initiatives more effectively to meet the needs of its primary student population. By focusing on the dominant age group, Bohol Island State University, Candijay Campus, can enhance student success, improve retention, and create a more supportive learning environment.

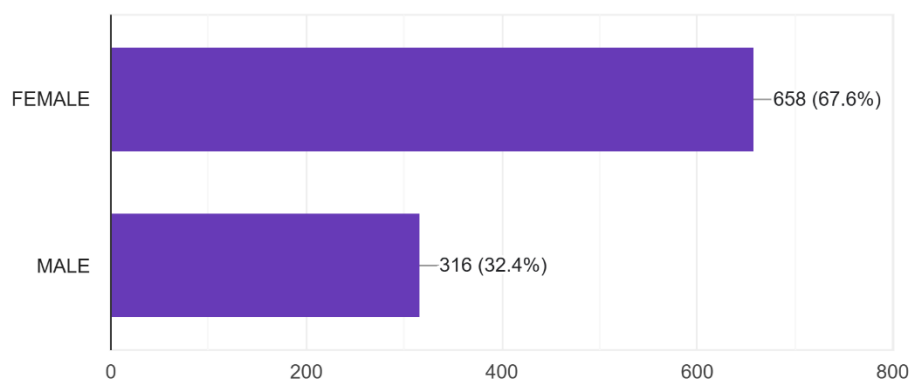


Figure 2. Sex Distribution of Respondents

The data presents the distribution of respondents based on sex. Out of 974 participants, 658 are female, accounting for 67.6%, while 316 are male, making up 32.4% of the total. This indicates a significant gender imbalance, with female respondents outnumbering males by more than double.

The pronounced difference in gender representation suggests a higher female enrollment at Bohol Island State University, Candijay Campus. This highlights the need for initiatives that cater to the predominant female demographic while also fostering greater engagement among male students. By promoting inclusivity and balanced participation, the university can enhance the overall quality and effectiveness of its student services and programs.

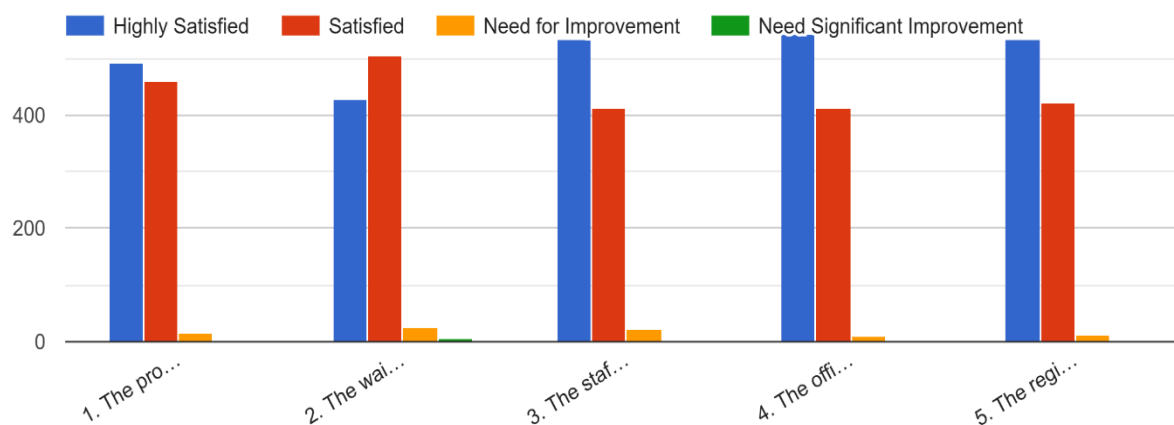


Figure 3. Students' Satisfaction with Registrar Services

Items

1. The process of requesting documents (e.g., transcripts, certificates) is clear and accessible.
2. The waiting time for transaction is reasonable.
3. The staff provides clear and helpful information regarding registrar services.
4. The office maintains accurate student records
5. The registrar's office provides timely updates on important deadlines and requirements.

The data evaluates student satisfaction with various aspects of Registrar Services at Bohol Island State University, Candijay Campus.

For "The process of requesting documents (e.g., transcripts, certificates) is clear and accessible," a significant number of respondents reported being Highly Satisfied, indicating that students find the process straightforward and efficient.

Similarly, for the statement "The staff provides clear and helpful information regarding registrar services," more than half of the respondents fall within the Highly Satisfied category, demonstrating that the Registrar's Office is providing practical support and effective communication. To maintain these high service levels, the office should continue to reinforce best practices and enhance what is already working well.

However, "The waiting time for transactions is reasonable" received more mixed feedback. While many respondents were Satisfied, fewer reported being Highly Satisfied, and a notable portion indicated a Need for Improvement. This suggests that long wait times may be a concern for students. Addressing this issue—such as optimizing scheduling, streamlining processes, or adjusting staffing during

peak periods—could significantly enhance the student experience.

Overall, while Registrar Services are well-received in several key areas, addressing concerns such as waiting times is crucial for further improving student satisfaction. By making these enhancements, Bohol Island State University can create a more efficient, responsive, and student-friendly Registrar's Office.

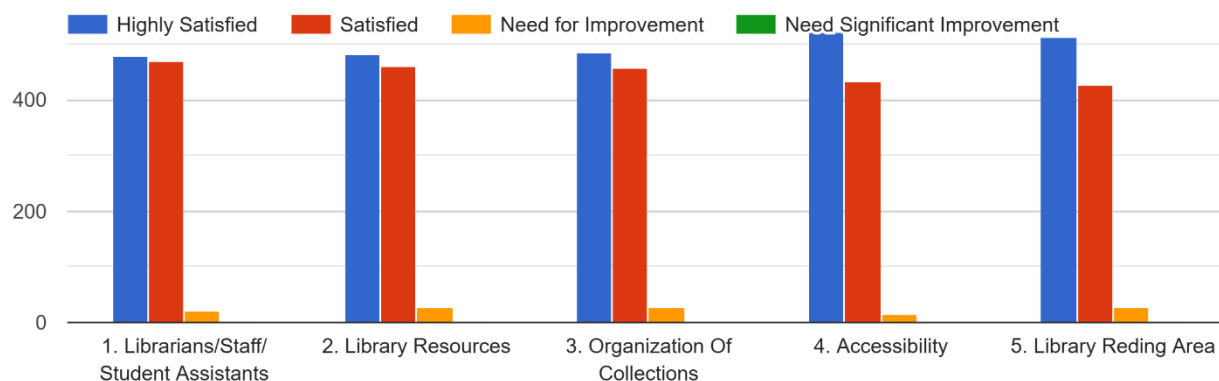


Figure 4. *Students' Satisfaction with Library Resources and Services*

The data presents student satisfaction with various aspects of library resources and services at Bohol Island State University, Candijay Campus. For "Librarians/Staff/Student Assistants," "Library Resources," and "Organization of Collections," respondents expressed highly favorable views, with a substantial number reporting being Highly Satisfied. These strong areas reflect the effectiveness of the library staff and the quality of services provided, which should continue to be promoted and maintained.

However, "Accessibility" received more mixed feedback. While many students reported being Satisfied, a notable portion expressed a Need for Improvement. This suggests potential concerns regarding the physical layout of the library, the availability of resources, or digital access points. Addressing these issues—primarily to ensure ease of use for students with disabilities or special needs—could improve overall accessibility.

For "Library Reading Area," the feedback was the most varied among all categories. While a significant number of respondents were either Highly Satisfied or Satisfied, a noteworthy portion indicated a Need for Improvement. This suggests that while many students find the reading area adequate, enhancements such as increasing seating capacity, improving the ambiance, adding more study carrels, or ensuring a balanced space for both individual and group study could further enhance the student experience.

Overall, while Bohol Island State University's library demonstrates strong performance in many areas, addressing concerns related to accessibility and the reading area can further improve student satisfaction. By reinforcing its strengths and making targeted improvements, the library can provide a more inclusive, efficient, and conducive learning environment for all students.

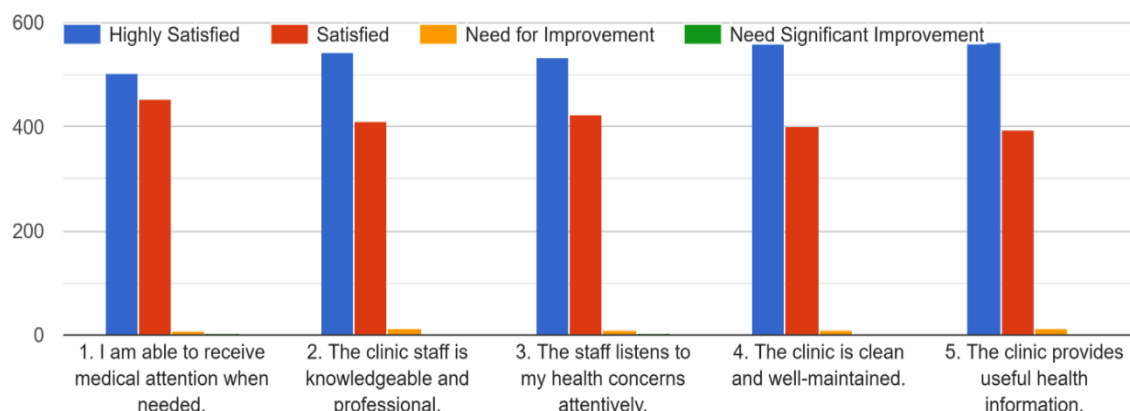


Figure 5. *School Clinic Services*

The data presents student feedback on various aspects of school clinic services at Bohol Island State University, Candijay Campus. For the statement "I am able to receive medical attention when needed," students express high satisfaction with their ability to access medical care when needed. A significant number rate their experience as Highly Satisfied, while only a few indicate a Need for Improvement.

For "The clinic staff is knowledgeable and professional," a substantial majority of students report being Highly Satisfied, highlighting the competence and expertise of the staff. Only a minimal number of respondents express concerns, reinforcing the positive perception of clinic personnel.

For "The staff listens to my health concerns attentively." At the same time, many students are Highly Satisfied with how staff address their health issues, a relatively higher number fall into the Satisfied category. This suggests that while service is generally well-received, there is room for improvement in attentiveness and responsiveness.

For "The clinic is clean and well defined," respondents express intense satisfaction, with high ratings in both Highly Satisfied and Satisfied categories. Minimal feedback suggests a Need for Improvement, indicating that the clinic maintains a well-kept and hygienic environment. However, for "The Clinic Provides Useful Health Information," responses are more mixed. While many students express satisfaction, a notably higher number indicate a Need for Improvement. This suggests that the clinic could enhance the quality and accessibility of health information provided to students.

Overall, while the school clinic at Bohol Island State University performs strongly in terms of medical accessibility, staff professionalism, and cleanliness, improvements are needed in providing clearer, more comprehensive health information and ensuring more attentive communication during consultations. Strengthening these areas will further enhance student trust and satisfaction with clinic services.

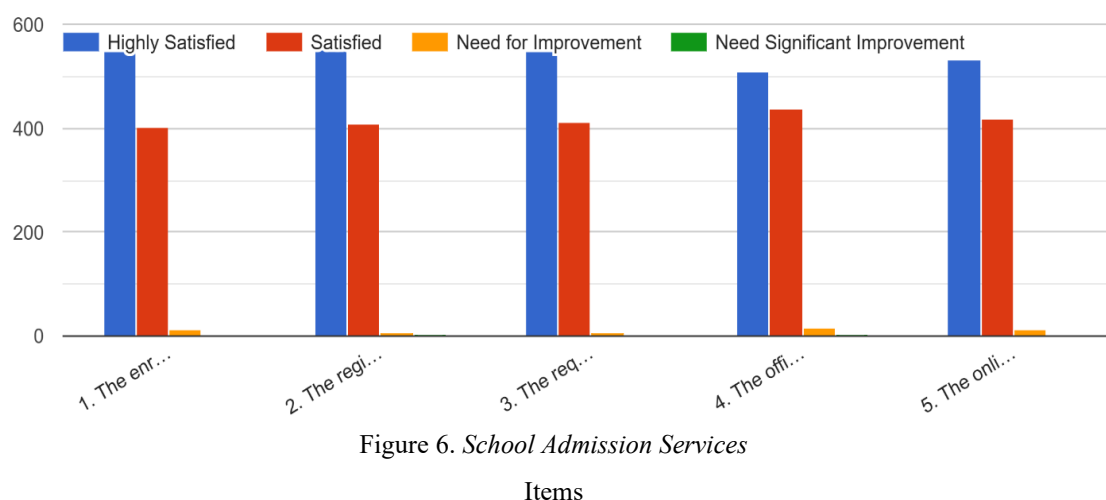


Figure 6. School Admission Services

Items

1. The enrollment and admission processes are clear and well-organized.
2. The registration/enrollment process is efficient and well-managed.
3. The requirements for admission are clear and easy to understand.
4. The office responds promptly to student inquiries through emails, call, or in-person visits.
5. The online application/enrollment system (if applicable) is user-friendly.

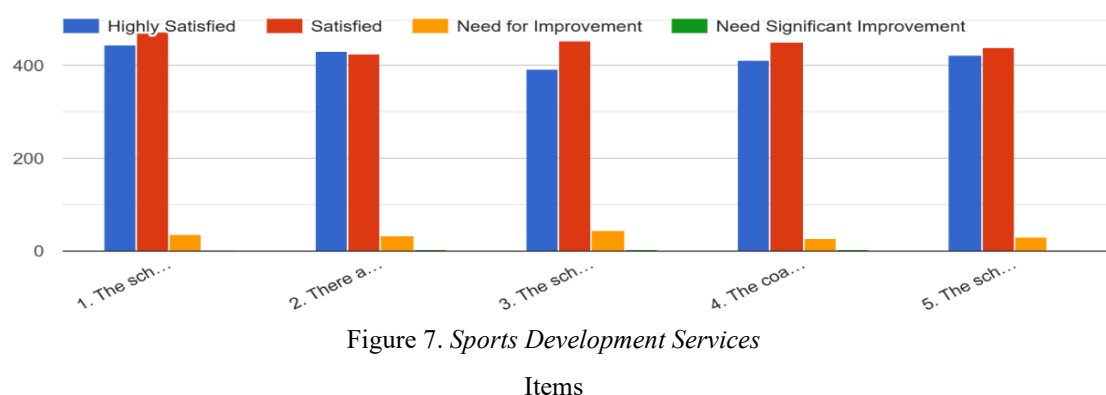
The data evaluates student satisfaction with various aspects of school admission services at Bohol Island State University, Candijay Campus. For "The enrollment and admission processes are clear and well-organized," respondents report a high level of satisfaction, with a substantial number in the Highly Satisfied category. This indicates that students generally have a positive perception of how the enrollment process is managed. Additionally, with strong representation in the Satisfied category and minimal feedback indicating a Need for Improvement, the enrollment process is widely seen as efficient.

Similarly, "The registration/enrollment process is efficient and well-managed" also receives high satisfaction ratings, with many respondents in the Highly Satisfied and Satisfied categories. This suggests that most students are content with how registration is handled.

For "The office responds promptly to student inquiries through emails, calls, or in-person visits," many students express being Highly Satisfied with the admission staff's responsiveness. While a few respondents indicate a Need for Improvement, the overall feedback suggests that the admission staff is performing well in this area.

The consistently high satisfaction ratings for the enrollment process, registration process, and staff responsiveness reflect the effectiveness and professionalism of the admission services. To maintain these strengths, the university should continue to reinforce best practices and provide regular staff training.

While the admission services demonstrate a generally high level of satisfaction, attention should be directed towards improving the office environment and enhancing the online application process. Strengthening these areas will further elevate the overall student experience and ensure that the university's admission services remain efficient, accessible, and student-centered.



1. The school provides sufficient opportunities for students to participate in sports.
2. There are opportunities for students to develop athletic skills and participate in tournaments.
3. The school provides adequate and safe sports equipment.
4. The coaches and trainers are knowledgeable and provide effective training.
5. The school encourages a balance between sports participation and academic responsibilities.

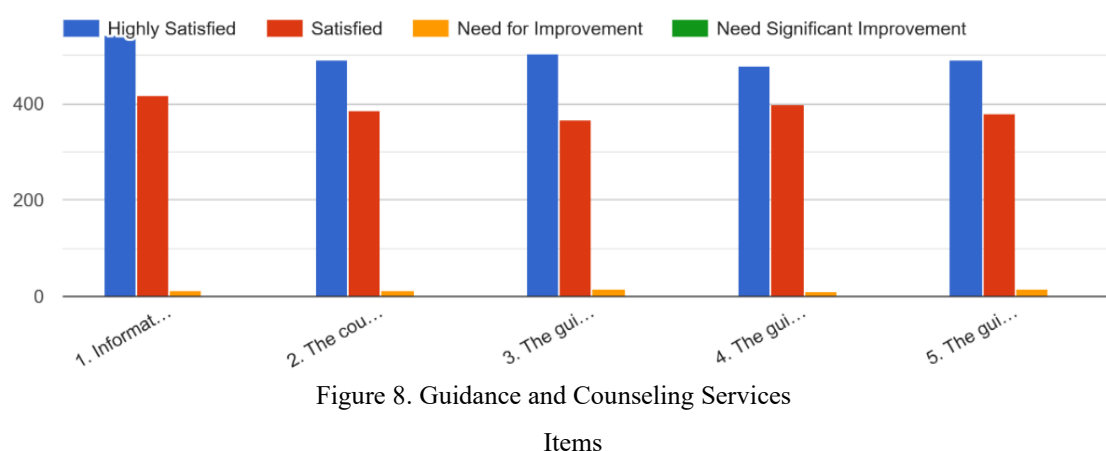
The data evaluates student satisfaction regarding various aspects of sports services at Bohol Island State University, Candijay Campus.

For the statement "The school provides adequate and safe sports equipment," respondents express a strong level of satisfaction, with many rating their experience as "Highly Satisfied." This indicates that students generally feel the university provides well-maintained and accessible sports equipment. Similarly, for the statement "There are opportunities for students to develop athletic skills and participate in tournaments," satisfaction levels are high, with a majority of respondents falling into the Highly Satisfied category. With minimal feedback indicating a Need for Improvement or Significant Improvement, this suggests that students perceive the availability of sports programs as well-structured and beneficial.

Regarding "The coaches and trainers are knowledgeable and provide effective training," respondents again show a high level of satisfaction, with many reporting being Highly Satisfied. This reflects the competence and effectiveness of the university's coaching staff.

Overall, sports services at Bohol Island State University receive high satisfaction ratings across all evaluated aspects, indicating effective management of sports facilities, training programs, and coaching staff. This positively contributes to the student experience and engagement in athletics.

To further strengthen the university's sports development, attention should be given to expanding sports club activities and maintaining open channels for student feedback. Ensuring continuous improvement in sports services will foster an even more dynamic and engaging athletic environment for students.

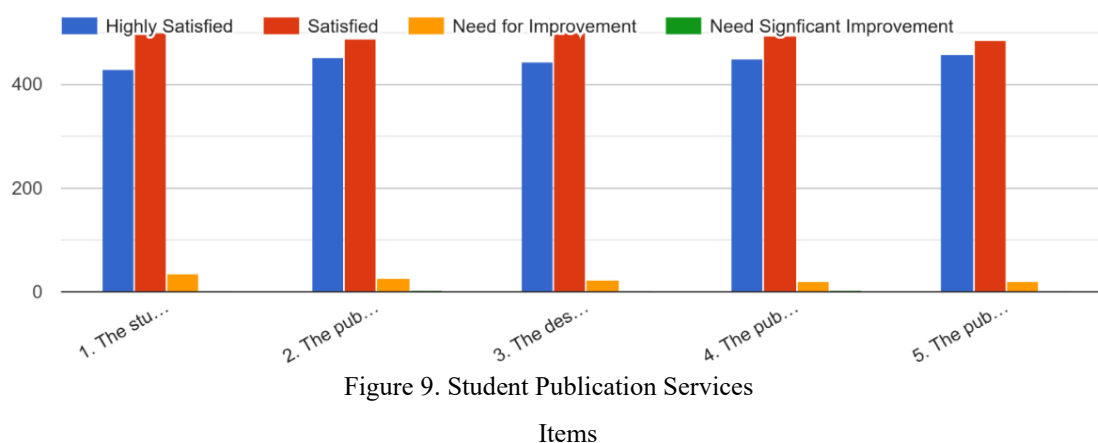


1. Information about guidance services is well-communicated to students.
2. The counseling sessions are helpful in addressing my academic, personal, and social concerns.
3. The guidance services provide a safe and confidential space for students.
4. The guidance office provides useful career counseling and future planning services.
5. The guidance counselors provide support for students experiencing personal, social, or family-related challenges.

The data evaluates student satisfaction regarding various aspects of guidance and counseling services at Bohol Island State University, Candijay Campus.

For "Information about guidance services is well-communicated to students," respondents report a high level of satisfaction, with many indicating they are Highly Satisfied. This suggests that students feel well-informed about the available counseling services. Similarly, "The guidance counselors provide support for students experiencing personal, social, or family-related challenges" also receives high satisfaction ratings, with the majority of respondents falling into the Highly Satisfied category. The minimal feedback indicating a Need for Improvement suggests that students have confidence in the guidance provided.

Overall, the guidance and counseling services at Bohol Island State University demonstrate high satisfaction rates, particularly in service communication, professionalism, and overall support experiences. While group counseling sessions may benefit from further enhancements, the positive feedback reflects a strong commitment to quality student support. By focusing on continuous improvement and student engagement, these services can maintain and enhance their effectiveness over time.



1. The student publication is easily accessible to students (e.g., printed copies, online versions).
2. The publication covers a diverse range of relevant topics (e.g., campus news, academic issues, student opinions, creative writing).
3. The design, layout, and overall presentation of the publication are visually appealing and easy to read.
4. The publication provides timely updates on school events and issues affecting students.
5. The publication serves as a reliable source of information for students and faculty.

The data presents an evaluation of student satisfaction with various aspects of student publication services at Bohol Island State University. For "The design, layout, and overall presentation of the publication are visually appealing and easy to read," respondents express a high level of satisfaction, with many reporting being Highly Satisfied. This suggests that students are generally pleased with the quality of publications. A similar trend is observed in "The publishing process," where a significant percentage of respondents indicate Highly Satisfied, reflecting a generally positive experience.

For "The publication covers a diverse range of relevant topics (e.g., campus news, academic issues, student opinions and creative writing)" and "The publication provides timely updates on school events and issues affecting students," respondents also show a strong level of satisfaction. However, slightly more responses indicate a Need for Improvement, suggesting that additional support or process refinements could further enhance the overall experience.

Overall, student publication services at Bohol Island State University receive High Satisfaction ratings across all categories, indicating a well-managed publication process and strong support for student authors. To further enhance these services, the university should prioritize supporting student writers and maintaining open lines of communication to address any concerns. Strengthening these areas will ensure that student publication services continue to adapt to the evolving needs of the student body while maintaining their high standards.

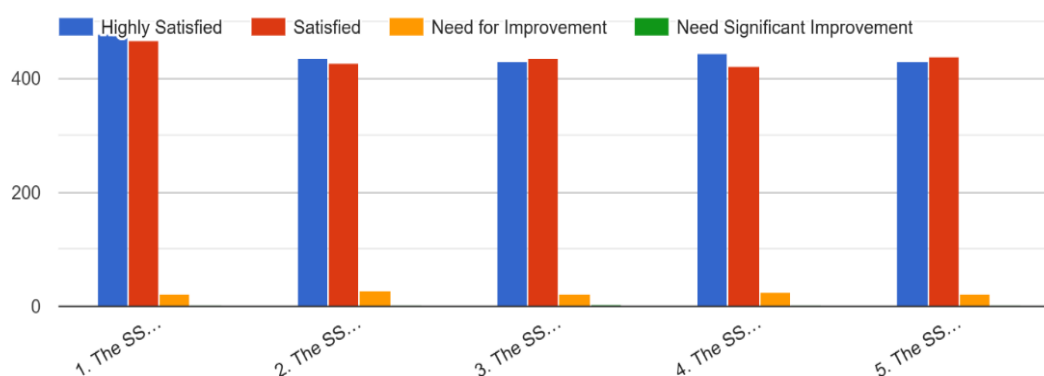


Figure 10. Supreme Student Government Services

Items

1. The SSG effectively represents student concerns and interests to the school administration.
2. The SSG officers demonstrate strong leadership skills and accountability.
3. The SSG makes fair and transparent decisions in addressing student concerns.
4. The SSG organizes relevant programs and activities that benefit students.
5. The SSG actively advocates for student rights, welfare, and campus improvements.

The data evaluates student satisfaction regarding various aspects of the Supreme Student Government (SSG) services at Bohol Island State University. For "The SSG makes fair and transparent decisions in addressing student concerns," a significant number of respondents report being Highly Satisfied. Very few responses indicate a Need for Improvement or Significant Improvement, suggesting that students perceive the SSG as effective and responsive in addressing their concerns. Similarly, high satisfaction levels are observed in the following statements: "The SSG officers demonstrate strong leadership skills and accountability," "The SSG organizes relevant programs and activities that benefit students," and "The SSG actively advocates for student rights, welfare, and campus improvements." A substantial proportion of students report being Highly Satisfied, while another significant portion falls into the Satisfied category. This indicates that the student government plays a positive and impactful role in campus life.

Overall, the Supreme Student Government at Bohol Island State University demonstrates high satisfaction levels across all evaluated aspects. Their effectiveness in addressing student needs, facilitating engagement, and supporting organizations contributes to a strong and active campus community.

To further enhance their impact, the SSG may consider expanding outreach efforts, increasing student involvement in decision-making, and maintaining transparent communication to ensure that all students feel heard and represented.

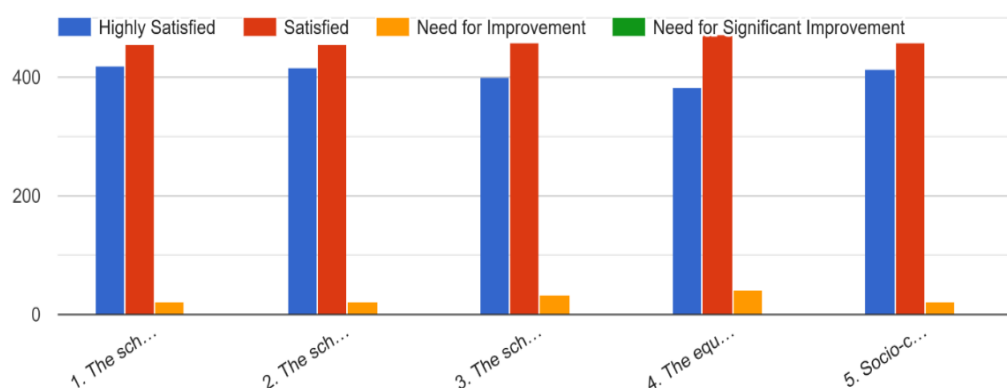


Figure 11. Culture and the Arts Office

Items

1. The school provides enough opportunities for students to engage in socio-cultural activities.
2. The school organizes festivals, competitions, and exhibitions that promote cultural awareness.
3. The school provides enough support for socio-cultural clubs and organizations.
4. The equipment and materials for cultural activities (e.g., instruments, costumes, art supplies) are sufficient.
5. The Socio-cultural programs help me develop teamwork, leadership, and communication skills.

The data evaluates student satisfaction regarding various aspects of the Culture and the Arts Office at Bohol Island State University.

For "The school organizes festivals, competitions, and exhibitions that promote cultural awareness," a significant number of respondents report being Highly Satisfied, indicating a strong appreciation for the university's cultural initiatives.

Similarly, "The school's provides enough opportunities for students to engage in socio-cultural activities" receive high satisfaction ratings, with a large proportion of responses classified as Highly Satisfied. This suggests that students positively perceive the university's efforts in organizing social events.

However, for "The school provides enough support for socio-cultural clubs and organizations," while the majority of students express satisfaction, a small number of responses indicate a Need for Improvement. This suggests that although most students feel included, there may be opportunities to enhance accessibility and inclusivity in cultural participation.

Overall, the Culture and the Arts Office at Bohol Island State University demonstrates strong performance and high levels of student satisfaction. To further enrich the student experience, the university should focus on enhancing participation equity, ensuring that all students have equal opportunities to engage in cultural activities. By addressing these areas for improvement, the university can continue to foster a vibrant and inclusive culture and arts environment on campus.

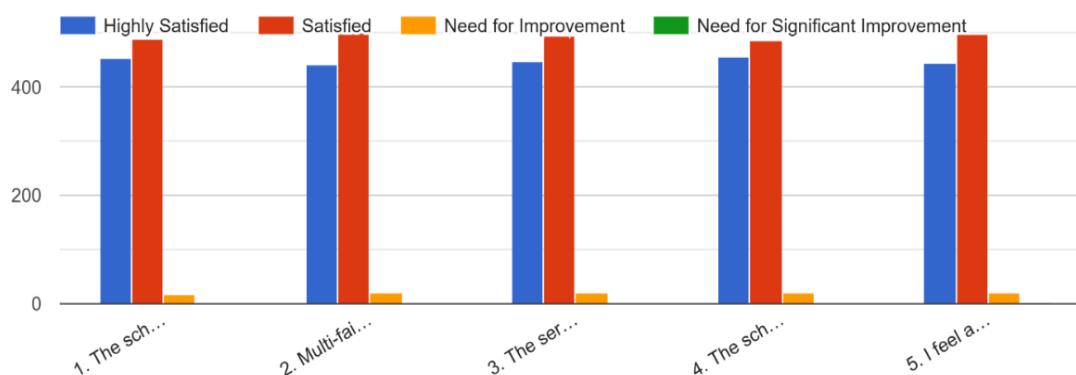


Figure 12. Multi-Faith Services

Items

1. The schedule for faith-based activities is convenient for students.
2. Multi-faith services accommodate students from different religious background.
3. The services provided help me practice my faith in a comfortable environment.
4. The school allows and supports student-led religious organizations and gatherings.
5. I feel a sense of belonging and spiritual support in the school community.

The data evaluates student satisfaction regarding various aspects of Multi-Faith Services at Bohol Island State University. For "The school allows and supports student-led religious organizations and gatherings," a substantial number of respondents report being Highly Satisfied, reflecting strong approval and a positive perception of the religious and spiritual support offered by the university.

Similarly, in "multi-faith services accommodate students from different religious backgrounds," a large percentage of students indicate being Highly Satisfied or Satisfied. A small representation in the 'Need for Improvement' category suggests that while most students feel comfortable and accepted within the university's multi-faith environment, there may be areas for further enhancing inclusivity.

Overall, the Multi-Faith Services at Bohol Island State University are highly regarded, consistently demonstrating high levels of satisfaction across all evaluated aspects. This suggests that the university is effectively providing support for students of various religious backgrounds. To further strengthen inclusivity, the institution may consider expanding interfaith dialogues, improving facilities for religious practices, and fostering more opportunities for spiritual engagement on campus.

The findings of this study support the growing body of literature emphasizing the significance of student affairs services in enhancing the overall student experience. Student satisfaction is widely acknowledged as a key indicator of institutional effectiveness (Elliott & Shin, 2002), and our findings suggest that students who perceive these services as accessible, responsive, and meaningful report higher levels of satisfaction.

The framework of this study was aligned with the SERVQUAL model (Parasuraman, Zeithaml, & Berry, 1988), which assesses service quality through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. In line with this model, the current research found that responsiveness and empathy—particularly in counseling and advising—were strongly associated with student satisfaction. The use of this model in student affairs evaluations has been supported by previous research, validating its adaptability to educational contexts (Schuh, Jones, & Torres, 2017).

Furthermore, the study's results are comparable to data collected using the Student Satisfaction Inventory (SSI) by Noel-Levitz (2013), which assesses a wide range of campus services. Our findings confirm that services such as career guidance, student activities, and academic advising are among those most valued by students.

Consistent with Bryant's (2006) findings, students in this study placed significant value on staff accessibility and approachability. They also emphasized the need for more inclusive and relevant programs, reinforcing Liu's (2010) conclusion that alignment with student interests is a strong predictor of satisfaction. Similarly, the results reflect the findings of Pascarella and Terenzini (2005), who noted that student affairs services that foster personal growth and development tend to contribute more substantially to student success.

Notably, our findings align with those of Villanueva and Santos (2020) in the Philippine context, where students reported being generally satisfied with leadership and career services, but expressed concerns about the limited accessibility of psychological counseling. These parallel insights highlight a recurring challenge that warrants institutional attention, particularly in the area of mental health resources.

In theoretical terms, the outcomes of this research are consistent with Tinto's (1993) theory of student retention and Astin's (1993) theory of student involvement. Both theories highlight the importance of integration and engagement in campus life as predictors of persistence and satisfaction. Students in our study who actively engaged with available support services reported a more fulfilling

university experience.

Finally, as noted by Andrade (2006), satisfaction can vary significantly across student populations, particularly among international students. Our findings reflect this, suggesting that universities must ensure cultural responsiveness and inclusivity in the planning and implementation of student services.

Overall, the convergence between our findings and existing literature underscores the need for continuous, data-informed improvements in student affairs. Regular evaluations of service delivery, responsiveness to emerging student needs, and strategic investments in under-resourced areas, such as mental health support, are essential steps toward enhancing student satisfaction and academic success.

Conclusions

The results indicated that students were generally delighted with the majority of the services, including the Registrar, Library, School Clinic, Student Publication, Supreme Student Government, Guidance, Multi-faith, Cultural, and Sports Services. However, some items were rated only as satisfactory, which showed areas that needed improvement.

These findings underscore the importance of maintaining high-quality student services, as well as identifying areas for improvement. University officials and service providers should consider student feedback to enhance service delivery, ensuring consistent and outstanding support for student growth. Further research may examine specific factors that affect satisfaction levels and suggest targeted interventions for further service improvement. In total, the research confirms the efficiency of existing student affairs services with an emphasis on the potential for ongoing improvement in addressing students' needs.

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