STUDENTS' SATISFACTION LEVEL ON THE SERVICES PROGRAM OF SURIGAO DEL NORTE STATE UNIVERSITY, PHILIPPINES

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Abstract:

Student satisfaction is the primary concern of educational institutions since the students are their primary customers. An increase in the number of enrollees ensures profit for the school. Through these gains, the school can grant improved and innovative school services and facilities to achieve maximal student learning. A descriptive-quantitative research design was utilized in this study using a survey method. There were 3680 respondents obtained from all over the University. A Google form was used to gather data. The findings demonstrated that students are satisfied with the services the university offers. Based on the average means obtained when the respondents were grouped by their sex, college, and campus of enrollment. However, when looking at the specific indicators of the delivery service program, particularly in Del Carmen, Mainit, Malimono, and Claver campuses, there is a need to investigate the guidance, health and sanitation, canteen and dining, scholarship, computer, Internet services, and laboratories as these garnered a description of less satisfaction. Providing quality service to students would make them satisfied with their academic experiences. It would likely inspire them to achieve greater efficiency and contribute to the further progress of the institution and the nation at large.

Keywords: services program, student satisfaction, quality service

1. Introduction

Student satisfaction is a critical metric for evaluating the caliber of services offered by institutions of higher learning. Numerous studies have emphasized that student satisfaction is key to overall academic success, retention, and developing a positive university experience (Al Hassani & Wilkins, 2022; Pham et al., 2019; Weerasinghe & Fernando, 2017). Institutions prioritizing student satisfaction typically see improved academic performance and higher levels of student engagement (Delfino, 2019; Fisher et

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al., 2021). In this context, Surigao del Norte State University (SNSU) evaluated how satisfied students are with different university services to ensure that it successfully serves the needs of its student body.

Several related studies have explored different factors affecting student satisfaction with university services. For example, Stankovska, Ziberi, and Dimitrovski (2024) found that school services and academic resources or facilities significantly contribute to student satisfaction in German universities, with similar findings observed in research on Asian institutions (Cahyono, 2020; Kanwar & Sanjeeva, 2022). These services impact academic success and influence students' overall well-being, which is closely tied to retention and completion rates (Johnson et al., 2022). Given these findings, evaluating how SNSU students perceive various institutional services is essential to determine areas for development and strength.

In addition to the core academic services, extracurricular and student governance bodies play a pivotal role in shaping student experience. Research by Nassar et al. (2025) suggests that participation in student clubs, organizations, and athletic programs contributes positively to a student's sense of belonging and institutional loyalty. This study explored how SNSU students evaluated the services provided by the Supreme Student Government (SSG), campus organizations, and sports facilities, providing a more focused assessment of their impact within the SNSU setting. By drawing parallels with studies highlighting such services' importance in fostering an inclusive and supportive campus environment, this study offers a more comprehensive knowledge of their significance and effect on the University.

Finally, building on previous findings, this study identified the areas where SNSU services excel and those that may require improvement. By comparing student satisfaction across various services, including library resources, internet access, and health services, this study developed an intervention plan for enhancing the university's overall service quality. Findings from this research informed SNSU's strategic initiatives and contributed to the broader discourse on the importance of aligning institutional services with student expectations to ensure academic and personal success.

2. Literature Review

Defining students' satisfaction is difficult, as it differs among students and is shaped by various factors. Student satisfaction reflects how the teaching-learning environment, resource availability, physical facilities, administrative support, and other student support activities satisfy students' expectations and ambitions (Dangaiso et al., 2022). Students' satisfaction is an evaluative experience toward education services (Dinh et al., 2021). It comes from the evaluative statements and heavily relies on students' subjective evaluation of different outcomes related to education and university life. Students' satisfaction is an important dimension linked with HEI ranking and is closely associated with HEI academic and other services (Maniriho, 2024). Student satisfaction is an

emotional reaction to the discrepancy between their expectations and the quality of services received. If the expectations of students are met, student satisfaction prevails.

According to Sario (2015), assessing the program offerings, staff, and general services is essential as students grow and gain from the institution's services and programs to understand why they enrolled in the college or university. Feedback is necessary to improve the institution and increase the chances of students succeeding. Measuring quality in higher education is a complicated problem. HEIs can use a range of methods to accomplish this. The primary concern is choosing the best approach to use while considering procedures and costs (Ashwin, 2020). Thapa (2022) emphasized that non-profit government educational institutions also encountered challenges when implementing an enterprise-driven service quality model for evaluating student satisfaction. Colleges provide higher-quality services than their private counterparts (Sharma, Kaur, & Kaur, 2018).

In this study, Brady and Cronin's (2001) hierarchical service quality model was appropriate for comprehensive and multi-level approaches to explaining service quality. This consists of three sub-dimensions: interaction quality, physical environment quality, and outcome quality. In addition, clients apply their appraisals of the sub-dimensions to shape their expectations of an entity's success in each of the three primary dimensions. Such expectations contribute significantly to understanding the quality of services. This implies that the client's views were funded through performance assessment at several stages, combining them with a general view of service quality.

3. Materials and Methods

The study employed a descriptive research design, utilizing a survey method to systematically collect information about the characteristics and perceptions of the target population. This approach effectively gathers quantifiable data for statistical analysis, enabling researchers to identify patterns and trends without manipulating variables. By employing structured questionnaires, the survey method facilitates the collection of standardized information, ensuring consistency and reliability in the data gathered. This design is particularly advantageous when obtaining a comprehensive snapshot of the current status or opinions within a specific group or population.

The study's respondents were 3,680 students enrolled in the five (5) Surigao del Norte State University campuses for the 2024–2025 academic year. In particular, 362 replies came from Del Carmen, 220 from Claver, 265 from Malimono, 334 from the Mainit campus, and 2499 from the City Campus. Using a Google link, the respondents completed the online survey, in which validity was checked by supplying personal data to prevent anonymous responses. The Surigao del Norte State University was the study site, particularly in the City, Del Carmen, Claver, Malimono, and Mainit campuses. The university is the newly converted and only State University in the province offering technology, engineering, education, hospitality, fisheries, and agriculture courses.

A researcher-made instrument was used as the primary tool for data collection, with experts validating its language, structure, and content. To ensure reliability, the instrument underwent pilot testing with twenty (20) respondents who were not part of the study. These participants provided feedback on the clarity and relevance of the questionnaire. Data was analyzed using a Likert scale, with mean ratings categorized to assess the extent of service coverage and level of satisfaction. The findings were then interpreted in alignment with the study's objectives.

The researcher wrote a letter requesting permission to take part in the study. Experts in the field of research then validated the instrument. The tool underwent an ethics assessment by the university's Ethics assessment Board along with the first section of the study. The five college deans and campus directors were then given a letter granting authority to conduct the study. With twenty (20) randomly selected students not included in the actual study, the tool was piloted to ensure that the feasible errors or dilemmas concerning the tool and the actual research would be addressed accordingly.

A Google form with the survey questions was distributed through the official group chats of several colleges and individual faculty members once the tool had been verified and tested for dependability. This resulted in 3680 respondents. They were asked to complete the tool voluntarily. For three days, the link was available for people to fill out the form if they desired. The concerned faculty members and class presidents were also asked to do the follow-up. After the designated amount of time, the link was disabled to prevent more responses from being sent in. After extraction, the data was saved in Excel for tallying, tabulation, treatment, and interpretation.

Participation in the study was entirely voluntary, with respondents free to withdraw at any stage without any consequences. The research instrument underwent a thorough review and approval by the Research Ethics Board to ensure compliance with ethical standards. Confidentiality was strictly maintained, and all personal information collected was used solely for research. No personally identifiable details were disclosed, safeguarding the privacy and anonymity of the participants. Informed consent was obtained before data collection, ensuring that respondents fully understood the purpose and scope of the study.

The collected data were analyzed using appropriate statistical tools to ensure accurate interpretation of the findings. Descriptive statistics, specifically frequency count and percentage, were employed to summarize the demographic characteristics of the respondents, including sex, college affiliation, and campus enrollment. Mean was computed to assess the level of satisfaction with the university's service programs. These statistical measures clearly and quantitatively represent student satisfaction levels across various service dimensions.

4. Results and Discussion

4.1 Demographic Profile of Respondents

Figure 1 shows that most respondents were females 2461 (66.88%), with only 1219 (33.12%) males. As to the college enrolled, most of the respondents were enrolled in the programs offered in the College of Technology with 1273 (34.60%), followed by the CTE (1021 or 27.74%), CEIT (604 or 16.41%), CAS (542 or 14.73%) and the Graduate School (240 or 6.52%). As to the campus enrolled, the majority of the respondents were from the City Campus (2499 or 67.91%) followed by Del Carmen Campus (362 or 9.84%), Mainit Campus (334 or 9.08%), Malimono Campus (265 or 7.2%), then the Claver Campus (220 or 5.98%).
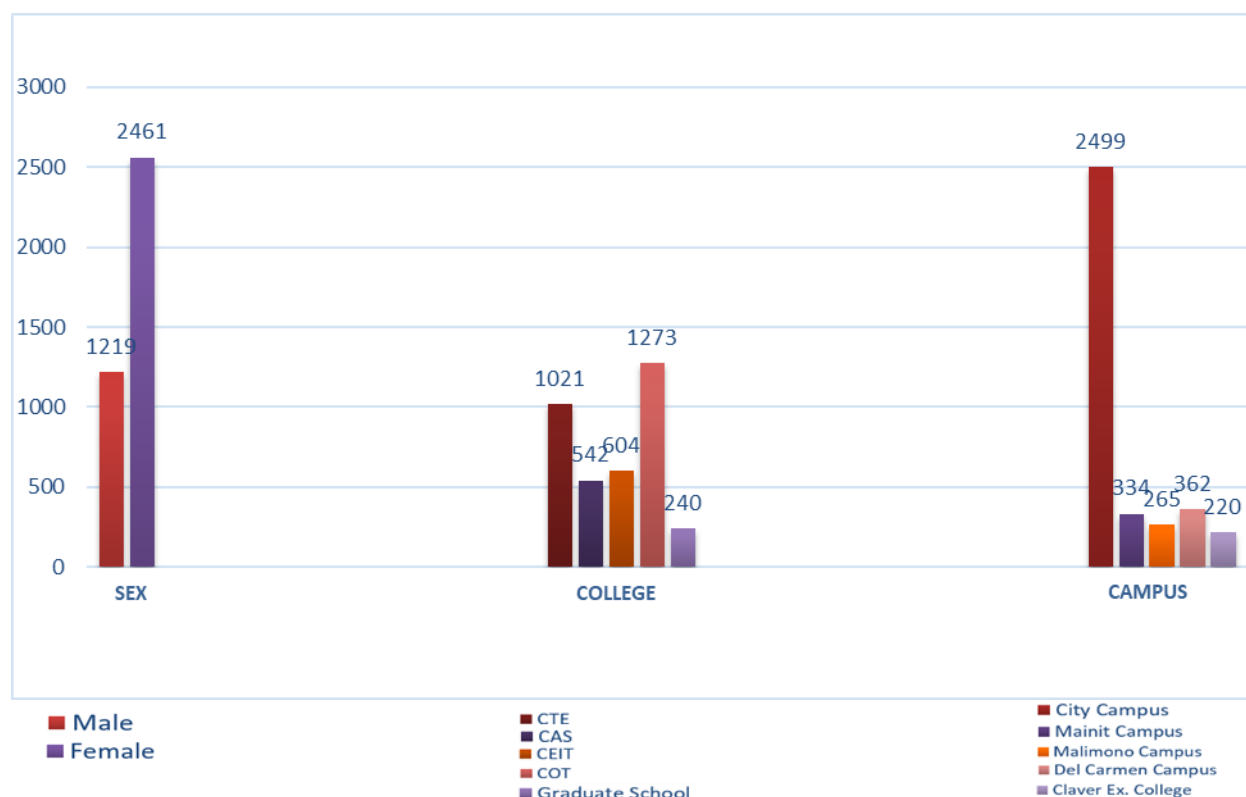
Figure 1: Demographic Profile of Respondents in Terms of Sex, College, and Campus

4.2 Students' Level of Satisfaction with the Services Program
4.2.1 According to Sex

Figure 2 presents how the satisfaction level of the male and female student-respondents of the entire SNSU system is affected by its services program. The mean score of 2.97 on average for males and 2.86 for females, which may be qualitatively described as Satisfied and verbally interpreted as extensive, indicates that they are somewhat satisfied with the university's wide range of services.

The guidance services (M=3.50), library and multimedia resource center services (M=3.50), and cashiering and accounting services (M=3.54) were specifically rated as Very Satisfied by the male respondents. Similarly, the female respondents stated they were Very Satisfied with the guidance services alone (M=3.35). This might be because the guidance office became so accessible and visible to them; students would no longer need to pay at the accounting and cashier offices because they were already receiving Free Higher Education (FHE), and students could use the library services and MRC with the most recent library holdings.
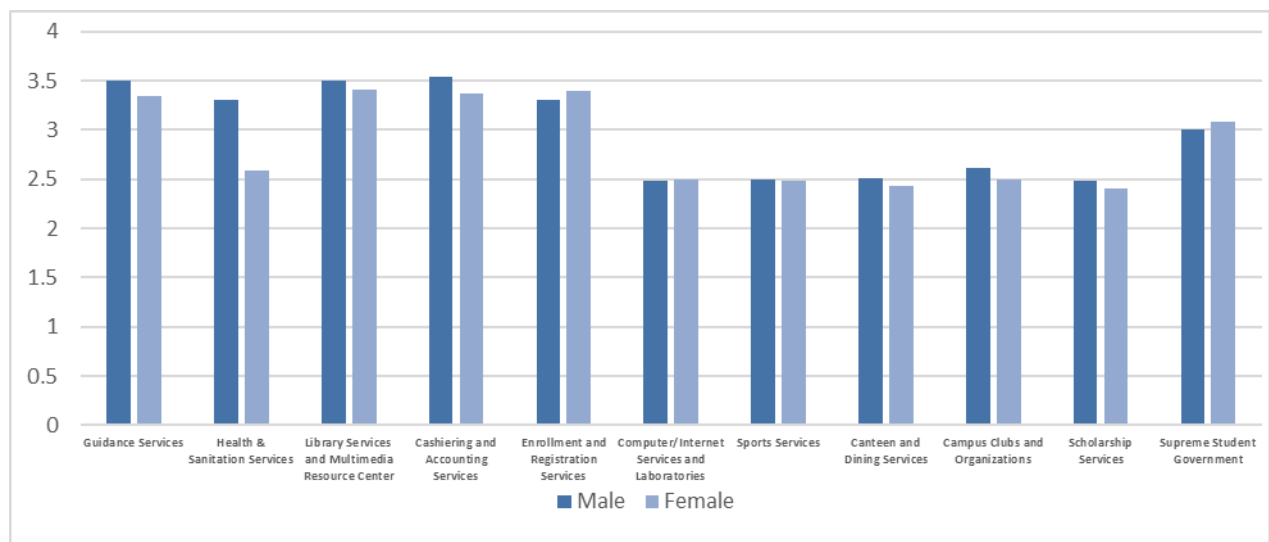
Figure 2: Students' Satisfaction Level on the Services Program According to Sex

However, it was shown that the male respondents were less satisfied with the services related to sports (M=2.50), computers and internet (M=2.49), and scholarships (M=2.48). Conversely, the female respondents expressed lower levels of satisfaction with campus clubs and organizations (2.50), sports services (2.49), computer/internet services and laboratories (M=2.50), and scholarship programs (2.40). Given that both respondents' appraisal and satisfaction levels are comparable, it may be inferred that these services are not feasible for the students.

According to Sidi (2019), the main advantage of providing students with first-rate facilities and services is that they are motivated to put more effort into their studies since they attend a superior institution. One important factor influencing the quality of education is the quality of the resources and services offered by educational institutions. It is among the criteria used to assess the degree of academic progress and development.
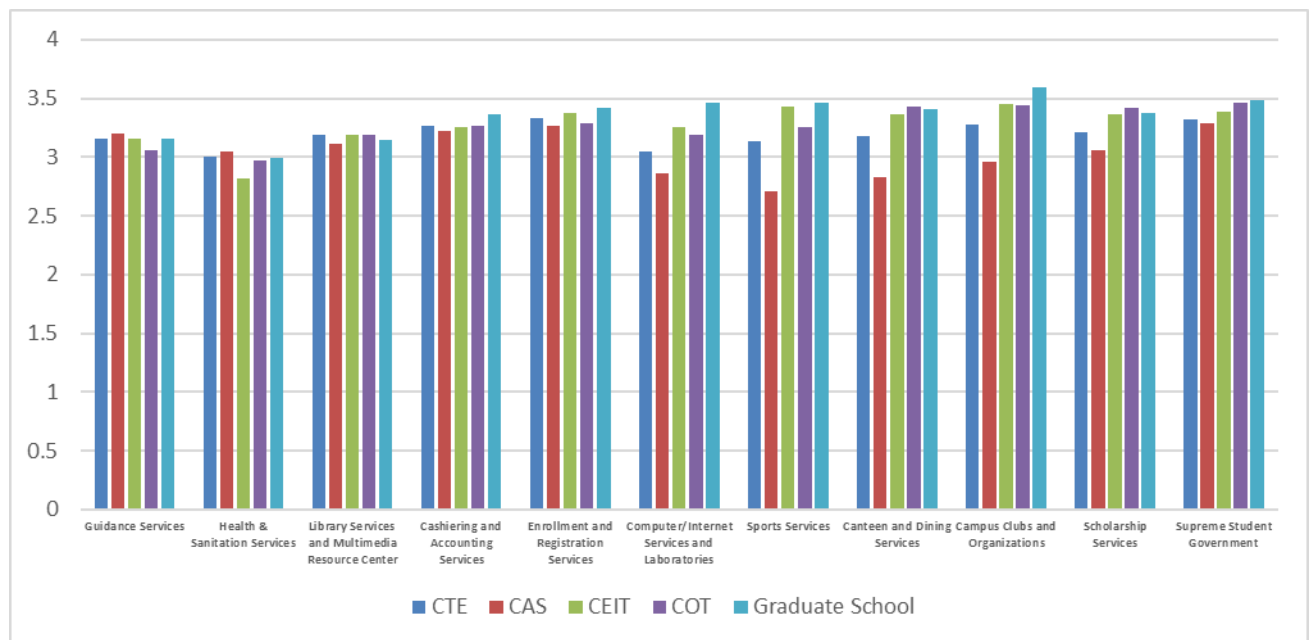
4.2.2 According to College Enrolled

Figure 3 shows how the satisfaction level of the respondents regarding the services program of the entire SNSU system differs according to college enrolled.

A. CTE

The average mean of 3.19, qualitatively described as **Satisfied,** implies that the CTE students enrolled in BSE, BPEd, BTVTEd, and BEEd programs perceived a level of contentment derived from services programs delivered by the University. The respondents rated all services as satisfactory, indicating that everything from guidance services to how the student government's highest governing, legislative, and implementation body oversees the students' programs and activities is executed effectively and meets their level of satisfaction that is one of the most important aspects of educational institutions. It demonstrates not only how much students enjoy their classes but also their overall experience with the institution.

The study's results are consistent with those of Twum and Peprah (2020), who found that students at the School of Business have a very positive opinion of the quality of the services they receive. Based on SERVQUAL dimensions, it indicates that students were extremely happy with the services they received.

Figure 3: Students Satisfaction Level on the Services Program According to College Enrolled

B. CAS

The College of Arts and Sciences (CAS) offers the AB in English, Bachelor of Science in Mathematics, and Bachelor in Environmental Science Programs. The average mean score is 3.05, which is qualitatively described as Satisfactory. This implies that students from CAS generally perceive the university's service programs as meeting their expectations. However, some services related to Sports (M=2.71), Canteen and Dining (2.83), and Computer Laboratories/Internet (M=2.86) received relatively lower satisfaction scores than others. This suggests that while students acknowledge the university's efforts in providing essential services, they must enhance their sports, food, and technology-related services to meet their growing academic and personal needs.

Despite these minor gaps, CAS students highly appreciated the institution's services, particularly in areas like Enrollment and Registration Services (M=3.27) and Supreme Student Government (M=3.29), which contributed to their holistic university experience. Addressing these concerns could further elevate students' overall satisfaction. Student satisfaction is a crucial indicator of quality for educational establishments. This assessment captures students' overall experience with the school and how much they enjoy their classes (Hai, 2022). One of the main goals for schools is to guarantee student satisfaction. Improving several internal elements, such as facilities, teachers, and technology, is crucial to achieving favorable results.

C. CEIT

The College of Engineering and Industrial Technology (CEIT) comprises BS InfoTech, BSIS, BS CompSci, BSCE, BSEE, BSCpE, and BSECE programs. It reported the highest satisfaction score among undergraduate colleges, with an average mean of 3.28. Notably, services such as Sports Services (M=3.43), Campus Clubs and Organizations (M=3.45), and Supreme Student Government (M=3.39) were rated highly. These results suggest that CEIT students are delighted with extracurricular and governance-related services, which are crucial for fostering student engagement and leadership development. Meanwhile, Health & Sanitation Services (M=2.82) received the lowest rating, indicating a need for enhancement. Given the rigorous nature of engineering and industrial technology programs, students likely require better health and sanitation support to maintain their well-being. Strengthening this aspect could significantly contribute to a more conducive learning environment. A lack of proper sanitation and health-related facilities and activities in school may lead to health problems for the students, thus diminishing their motivation to go to school (Vally, 2019).

D. COT

The College of Technology (COT) offers BSTM, BSHM, BS Eng'g Technology, and BS Industrial Technology programs. It recorded an overall satisfaction level of 3.27. Noteworthy results were the high satisfaction level for Supreme Student Government (3.46), Campus Clubs and Organizations (M=3.44), and Canteen and Dining Services (M=3.43). These findings suggest that students appreciated the governing body, social, and dining aspects of campus life, which are essential for fostering camaraderie and well-being. However, the satisfaction ratings for Health and Sanitation Services (M=2.97) and Computer/Internet Services and Laboratories (M=3.19) indicate potential areas for improvement. As students rely on technological facilities for hands-on learning, enhancing internet connectivity and upgrading laboratory equipment could significantly improve their academic experience. Likewise, investing in better health facilities and sanitation measures could positively impact students' daily lives and overall satisfaction. According to Kukreja and Aggarwal (2021), internet facilities are vital nowadays as they develop students' learning. Having a steady internet connectivity allows them to gather relevant knowledge that is helpful in their respective fields. Similarly, adequate health-

related resources showed a significant influence on the academic success of the students, therefore increasing their level of satisfaction with the university (Orok et al., 2024).

E. Graduate School

The graduate school programs in the University are PhD-TM, MAEd. MIE, MA Math Ed, and MIT. The highest satisfaction rating was observed among Graduate School students, with an average mean of 3.55. Notably, the Supreme Student Government (M=3.48), Campus Clubs and Organizations (M=3.59), and Sports Services (M=3.46) received some of the highest ratings. This suggests that graduate students value leadership and extracurricular opportunities, reinforcing that engagement beyond academics is vital to their university experience. The comparatively high levels of satisfaction with all services show that the university's service programs effectively meet the needs of graduate students. However, continuous improvements in health services, research support, and academic resources could further elevate satisfaction and help students excel in their respective fields. Ensuring graduate students access modern research facilities, advanced library services, and robust career development programs could contribute to their academic and professional success. Similarly, in Bueno's study (2023), these adequate school services and facilities were significantly related to the improvement of the students' academics in graduate school studies, leading to their high levels of satisfaction with the institution.

4.3.3 According to Campus Enrolled

Figure 4 shows how the satisfaction level of the respondents regarding the services program of the entire SNSU system varies according to which campus the students were enrolled.

A. City Campus

The City Campus reported an overall satisfaction level of 3.23, the highest among the campuses. Most services were rated satisfactorily, with Supreme Student Government (M=3.38), Campus Clubs and Organizations (M=3.34), and Enrollment and Registration Services (M=3.44) receiving high ratings. These results highlight the strong student support system and governance on this campus. The positive ratings suggest that students feel well-represented and engaged in extracurricular and administrative activities. However, while most services were rated satisfactorily, continuous efforts are needed to maintain and further enhance the quality of student services, particularly in areas that may not have been rated as highly.
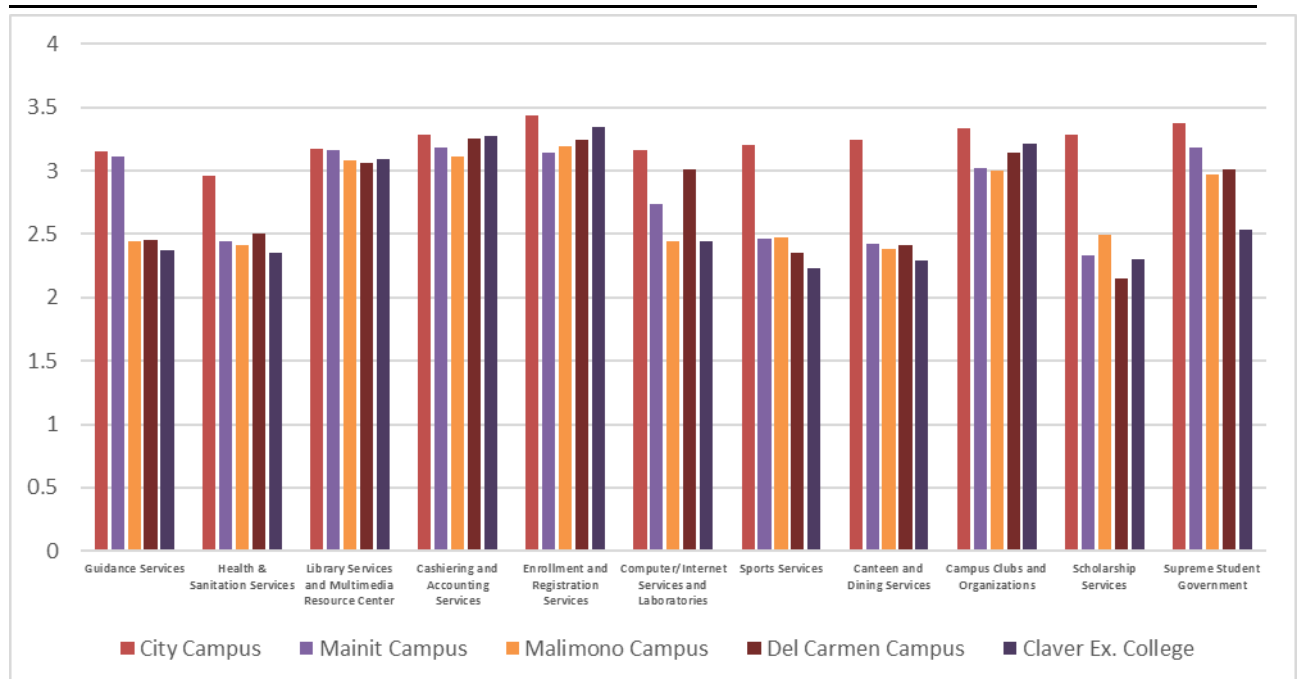
Figure 4: Students Satisfaction Level on the Services Program According to Campus Enrolled

B. Mainit Campus

Mainit Campus recorded an overall satisfaction mean of 2.83, indicating that students were generally satisfied. However, some services received relatively lower ratings, including Health and Sanitation Services (M=2.44), Canteen and Dining Services (M=2.42), and Sports Services (M=2.46). The lower satisfaction levels in these areas suggest that students may face challenges related to health facilities, food service quality, and sports amenities. Addressing these concerns by improving sanitation, enhancing dining options, and expanding sports facilities could significantly enhance students' overall campus experience. According to Amoako and Asamoah-Gyimah (2020), the results obtained are comparable to those of other researchers. To Olmos-Gomez et al. (2021), students expressed satisfaction with tangibles, assurance, dependability, and empathy but not with parking facilities, computer labs, cafeteria service, or the complaint-handling system.

C. Malimono Campus

With an overall satisfaction rating of 2.72, Malimono Campus students reported relatively lower satisfaction levels. Health and Sanitation Services (M=2.41), Canteen and Dining Services (M=2.38), and Guidance Services (M=2.44) were among the least satisfactory services. These findings indicate a need for better support services at this campus, particularly in areas directly impacting students' well-being and daily campus life. Providing accessible health services, improving food quality, and strengthening guidance programs could help boost student satisfaction.

D. Del Carmen Campus

Students from the Del Carmen Campus recorded a mean satisfaction level of 2.78. Enrollment and Registration (M=3.24) and Supreme Student Government (M=3.01) were rated higher, indicating that students find administrative processes and student governance relatively effective. However, Health and Sanitation Services (M=2.51) and Sports Services (M=2.35) received lower ratings, suggesting that students may feel underserved in these areas. To address these concerns, sanitation standards and recreational infrastructure improvements must provide students with a more comfortable and engaging campus environment.

E. Claver Extension College

Claver Extension College had the lowest satisfaction rating, with an overall mean of 2.68. Health and Sanitation Services (M=2.35), Sports Services (M=2.23), and Canteen and Dining Services (M=2.29) received the lowest scores, pointing to significant areas needing improvement. These low ratings suggest that students at Claver Extension College may struggle to access quality health services, recreational activities, and dining options. Implementing targeted interventions, such as better health facilities, improved sports amenities, and enhanced food service quality, could significantly improve the students' overall experience on campus. The study aligns with the findings of Twum and Peprah (2020), who stressed that the caliber of services offered by educational institutions significantly impacts student satisfaction. Their research highlights that institutions focusing on service quality tend to have more satisfied students, reinforcing the importance of continuous improvement in student services.

5. Recommendations

Therefore, this study is very useful for managers and educators working in universities and other educational organizations as it highlights the key factors influencing students' satisfaction levels. Additionally, it would aid in filling the knowledge gap on the general dearth of research on higher education and the relationship between service quality and student satisfaction in this setting. Exploring the same topic supplemented with qualitative data collection, comparative analysis with other universities, and emphasis on financial constraints and cultural and regional factors influencing student satisfaction are highly suggested.

Furthermore, this study provides information on university performance, service quality, and student satisfaction to the university administration. This input is essential for directing and implementing necessary changes to promote student retention and make the university more competitive in the local, regional, and global higher education market. Also, the findings would guide the University in creating strategic plans and guidelines, assisting future administrative enhancements in accordance with the changing institutional goals and student needs.

The study's results can be used to improve many aspects of service quality. The findings could be helpful to policymakers in the higher education sector and the services industry in general. Given the examination of the aspects of service delivery programs as seen and anticipated by students, higher education institutions may enhance their offerings. Since quality is defined as accomplishing strategic goals and integrating stakeholders' perspectives in an organization's strategic management, the university's strategic plan must consider students' perspectives.

6. Conclusion

Student satisfaction is an important consideration for institutions of higher learning, and it is directly related to the caliber of services offered. One of the top priorities for institutions and legislators is raising the standard of higher education. According to the report, the university's service aspects play a big part in increasing student satisfaction. The results advance our knowledge of university student satisfaction. Over the past 20 years, service quality has been one of the most popular research areas. The primary goal of this study was to investigate the connection between student satisfaction and service quality initiatives. The relationship between student happiness and service program delivery helps university administration understand the significance of their service quality dimensions for both the students and the university. According to the study's findings, of the eleven (11) services the university provided to the students, the canteen, sports, and health services had the lowest gap mean score of service quality. In contrast, guidance, enrollment, cashiering, and accounting had the highest gap mean scores. Therefore, the university's administration must close these gaps to satisfy the demands of its internal clients, the students.

Additionally, it was discovered that a favorable influence significantly impacts student satisfaction with the quality of the services. Both academic achievement and the administrative effectiveness of respective institutions can serve as sources of inspiration or motivation for the students. These findings might be explained by students' perceptions of the value of academic staff in expanding their knowledge and helping them build their career skills or become ready for the workforce.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Dr. Elvis P. Patulin is a Professor VI at Surigao del Norte State University (SNSU) in Surigao City, Philippines. He holds a PhD and EdD degrees. A former Principal, Division Chair, and Dean. An active member of different professional and research organizations. He has contributed to various research areas, including education. Notably, he co-authored a tracer study examining the employment outcomes of education and graduate program alumni.

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