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Assessment of Student Satisfaction with the Institutional Services Offered by the University of Cebu Lapu-lapu and Mandaue S.Y. 2025-2026

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Abstract
Assessing student satisfaction is essential for understanding how well institutional services meet learners' needs and expectations, as it directly influences academic success, engagement, and overall development. At the University of Cebu Lapu-Lapu and Mandaue (UCLM), evaluating these perceptions provides evidence-based insights to guide improvements in facilities, administrative offices, and support systems, ensuring a supportive and student-centered learning environment. In line with this, the primary objective of this study is to assess the overall level of student satisfaction with the institutional services offered by UCLM for the academic year 2025–2026. Using a descriptive research design, data were collected from 400 students across the College of Computer Studies, College of Nursing, and Basic Education Department through a structured researcher-made questionnaire administered via Google Forms and through snowball sampling technique. The data collected were analyzed using simple frequency and percentage, as well as weighted mean, to determine satisfaction levels across departments. The findings revealed that students are generally highly satisfied with UCLM's physical structures, environmental factors, safety measures, educational appropriateness, building and site suitability, and playground facilities, indicating a learning environment that supports academic, social, and personal development. Among administrative offices, students identified the Student Affairs Office as the most responsive and effective in delivering services, while the Registrar's Office was comparatively less efficient, highlighting areas where administrative services can be strengthened. The study concluded that UCLM provides a supportive, safe, and inclusive environment, and that addressing disparities in administrative efficiency can further enhance student satisfaction, engagement, and holistic development within the university. Additionally, students valued the integration of safety measures with accessibility features, which foster inclusivity, security, and equitable participation.

***Keywords*— Education, student satisfaction, institutional services, descriptive design, Lapu-Lapu City, Philippines.**

I. INTRODUCTION

In recent years, assessing student satisfaction with institutional services has gained significant global attention. Research across continents consistently highlights that the quality of academic and administrative services, infrastructure, teaching methods, and support resources directly influences students' learning experiences and satisfaction (Napitupulu et al., 2018; Khan et

al., 2019). For example, studies in Europe revealed that contact with classmates, course content, availability of library resources, and instructional quality are critical determinants of satisfaction, while dissatisfaction often leads to lower retention and higher dropout risks (Sultan & Wong, 2019; Yusoff et al., 2020). These findings underscore that student satisfaction is not only an academic concern but also a measure of institutional accountability, which aligns directly with Sustainable Development Goal (SDG) 4: Quality Education, ensuring inclusive and equitable education for all.

In the Philippine context, legal frameworks reinforce this responsibility. The Universal Access to Quality Tertiary Education Act (Republic Act No. 10931) ensures tuition-free access in state universities and colleges while mandating the provision of essential institutional services such as library, laboratory, and administrative support. Likewise, Republic Act No. 8292, or the Higher Education Modernization Act, guarantees academic freedom and equitable access to quality instruction and services, thereby strengthening the mandate of institutions like the University of Cebu Lapu-Lapu and Mandaue (UCLM) to deliver efficient and student-centered services (Caringal-Go & Hechanova, 2018; Mateo & Macapagal, 2020).

Zooming into the ASEAN region, studies from Indonesia and Malaysia provide valuable insights into how institutional services shape satisfaction. In Indonesia, service quality and responsiveness were found to strongly influence student loyalty and satisfaction, particularly in Higher Education Legal Entities (Rahardjo et al., 2018; Tjiptono & Diana, 2019). Another study in South Sumatra highlighted that co-creation, or involving students actively in institutional processes, enhanced experiential value and overall satisfaction (Firmansyah et al., 2020). Meanwhile, research in Malaysia revealed that administrative responsiveness, curriculum relevance, and service empathy were significant factors that improved student satisfaction (Ali et al., 2020). These regional findings demonstrate that across ASEAN, student satisfaction hinges on a combination of academic quality, supportive learning environments, and efficient institutional services.

In 2025, higher education institutions are embracing rapid transformation in their institutional services to better meet evolving student needs. A key innovation is the digitization and centralization of administrative processes including enrollment, registration, and financial systems enabled by integrated cloud-based platforms and intelligent automation, such as robotic process automation (RPA), which streamline workflows and significantly reduce operational redundancies (EDUCAUSE, 2025; Tambellini Group, 2025). Simultaneously, AI-powered tools including adaptive learning systems, early-alert retention platforms, and AI-driven chatbots are being deployed to personalize student support, offer real-time assistance, and predict/mitigate risks like early disengagement (QuadC, 2025). Additionally, institutions are increasingly forming public-private partnerships (P3s) to deliver enhanced services, such as telehealth, workforce training, marketing, and AI infrastructure, providing capabilities beyond what can be sustained in-house (Deloitte Insights, 2024; Chronicle & P3-EDU, 2024). These converging trends automation, personalization, and strategic collaboration are reshaping the landscape of institutional services, positioning universities to become more agile, student-centric, and operationally efficient.

Despite these global and regional insights, trends and innovations, persistent issues remain. Challenges such as outdated facilities, overcrowded service areas, delayed administrative processes, and gaps in online learning support continue to affect student experiences (Quaye et al., 2019; Albarracin et al., 2024). For example, students in high-ranking universities in Europe and Asia expressed frustration with slow administrative feedback and inadequate academic advising (Sultan & Wong, 2019). Similarly, studies in Philippine state universities have identified recurring problems in frontline services, particularly in areas like registration, canteens, and student advising, despite generally high satisfaction ratings (Ubat & Villalon, 2024; Albarracin et al., 2024). On the other hand, innovations brought by the COVID-19 pandemic such as digitization of services, enhanced mental health programs, and hybrid learning platforms have shown potential in improving institutional responsiveness and satisfaction (Firmansyah et al., 2020; Khan et al., 2019).

However, a clear research gap exists. While numerous studies have examined student satisfaction with institutional services at the global (Khosravi et al., 2020; Al-Kumaim et al., 2021) and ASEAN levels (Nguyen & Tran, 2022; Rahim et al., 2023), there remains a scarcity of localized, context-specific assessments at the University of Cebu Lapu-Lapu and Mandaue (UCLM). This gap is particularly critical for the academic year 2025–2026, as UCLM continues to navigate post-pandemic adjustments, comply with national legal mandates such as the Universal Access to Quality Tertiary Education Act (RA 10931), and respond to evolving student expectations shaped by digital innovations and service quality benchmarks. Recent literature emphasizes that satisfaction

studies must be sensitive to cultural and institutional contexts to provide actionable insights, as findings from one region may not fully capture the lived realities of students in another (Han & Hyun, 2019; Tavares & Cardoso, 2021). Thus, the present study seeks to fill this gap by conducting a comprehensive assessment of student satisfaction with the institutional services offered by UCLM. Its significance rests on four points: (1) contextual relevance, since UCLM operates under distinct cultural and administrative realities; (2) policy alignment, as evaluation of services supports the momentum of RA 10931 in ensuring accessible and quality higher education; (3) institutional improvement, through identification of areas needing actionable enhancement; and (4) contribution to the body of literature, by providing empirical evidence from a Philippine higher education institution situated within the ASEAN region.

As researchers, we bring credibility to this investigation through our academic expertise in institutional evaluation, local familiarity with UCLM's administrative processes and student demographics, and strong adherence to ethical protocols. By centering student voices respectfully and rigorously, this study will produce evidence-based insights that can guide UCLM in improving the quality and efficiency of its institutional services.

OBJECTIVES OF THE STUDY

The primary objective of this study is to assess the overall level of student satisfaction with the institutional services offered by the University of Cebu Lapu-Lapu and Mandaue (UCLM) for the academic year 2025–2026. It seeks to determine how effectively these services address the needs and expectations of students, while also identifying areas of strength and improvement. By generating evidence-based insights, the study aims to support institutional development, ensure alignment with national education policies such as Republic Act 10931, and contribute to the global and regional discourse on enhancing the quality of higher education in line with Sustainable Development Goal 4.

II. METHODOLOGY

Research Design

This study employed a descriptive research design to assess the overall level of student satisfaction with the institutional services offered by the University of Cebu Lapu-Lapu and Mandaue for the academic year 2025–2026. The design was deemed appropriate as it allows for the systematic description of students' perceptions while enabling the comparison of satisfaction levels across different academic departments. Furthermore, it provides a framework for identifying whether significant differences exist in the satisfaction levels of students from varying academic backgrounds, thereby offering a clearer understanding of how institutional services are perceived within diverse contexts of the university.

Research Environment

The study was conducted at the University of Cebu Lapu-Lapu and Mandaue (UCLM), a private higher education institution situated in Mandaue City, Cebu, Philippines. As one of the campuses of the University of Cebu system, UCLM offers diverse academic programs, including College of Computer Studies, College of Nursing, and the Basic Education Department. The institution is recognized for its commitment to academic quality, industry-relevant education, and strong partnerships with both local and international stakeholders. Given its dynamic academic environment, UCLM provides a suitable setting for assessing the students' perceptions on the level of student awareness regarding the institutional Vision, Mission, and Goals.

Research Respondents

The participants of this study consisted of 400 students enrolled at the University of Cebu Lapu-Lapu and Mandaue during the School Year 2025–2026, representing three academic departments: 120 students from the College of Computer Studies, 120 students from the College of Nursing, and 160 students from the Basic Education Department. Respondents were drawn from various year and grade levels to capture a broad range of perspectives regarding their satisfaction with the institutional services offered by the university. A snowball sampling technique, a non-probability sampling method, was employed in the selection of participants to facilitate access to a diverse pool of respondents and ensure adequate representation from each academic unit

Research Instruments

The primary instrument used in this study was a researcher-made questionnaire, specifically developed to assess students' satisfaction with the institutional services offered by the University of Cebu Lapu-Lapu and Mandaue. The instrument was carefully designed in alignment with the study's objectives and grounded in relevant literature to ensure content validity and clarity. It consisted of closed-ended questions and Likert-scale items, which allowed for the systematic measurement of students' perceptions and experiences. To facilitate accessibility, distribution, and efficient data collection, the questionnaire was administered through Google Forms, enabling participants to complete the

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survey remotely using any internet-enabled device. This digital format supported the timely gathering of responses while maintaining participant anonymity and confidentiality.

III. DATA ANALYSIS

The data collected in this study were processed using descriptive statistical tools to analyze student satisfaction with the institutional services of the University of Cebu Lapu-Lapu and Mandaue. Frequency and percentage distributions were employed to describe the demographic profile of the student respondents across the selected academic departments. To determine the level of student satisfaction, the weighted mean was calculated from the Likert-scale items, providing insights into the overall satisfaction index.

IV. RESULTS AND DISCUSSIONS

This section presents and interprets the findings of the study in line with its objectives. First, it outlines the demographic profile of the respondents from the College of Computer Studies, College of Nursing, and the Basic Education Department at the University of Cebu Lapu-Lapu and Mandaue for the School Year 2025–2026. Second, it discusses the overall level of student satisfaction with the institutional services provided by the university. Third, it examines the relationship between the demographic profile of the respondents and their satisfaction levels. Lastly, it identifies significant differences in satisfaction across the three academic departments.

Table 1: Profile of the Respondents

Indicators	Frequency	Percentage
A. College of Nursing		
Age:		
• 18-22	109	77.90
• 23-26	11	7.80
Gender:		
• Male	25	17.90
• Female	95	67.90
Year Level:		
• 1st Year	30	25.00
• 2nd Year	30	25.00
• 3rd Year	30	25.00
• 4th Year	30	25.00
B. College of Computer Studies		
Age:		
• 18-22	105	75.00
• 23-26	9	6.40
• 27-30	6	4.30
Gender:		
• Male	86	61.40
• Female	34	24.30
Year Level:		
• 1st Year	30	25.00
• 2nd Year	30	25.00
• 3rd Year	30	25.00

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• 4th Year	30	25.00
C. Basic Education Department		
Age:		
• 9-12	64	45.71
• 13-16	69	49.29
• 17 and above	7	5.00
Gender:		
• Male	49	35.00
• Female	91	65.00
Grade Level:		
• Grade 4	20	14.29
• Grade 5	20	14.29
• Grade 6	20	14.29
• Grade 7	20	14.29
• Grade 8	20	14.29
• Grade 9	20	14.29
• Grade 10	20	14.29

The demographic profile of respondents from the College of Nursing, College of Computer Studies, and Basic Education Department reflects a well-distributed sample, strengthening the reliability of the study in assessing students' satisfaction with institutional services.

In the College of Nursing, the majority of respondents are aged 18–22 equivalent to 77.9%, with females comprising 67.9% of the population. Year-level distribution is balanced, with 25.0% representation in each level. This indicates that institutional services must prioritize the needs of predominantly young adult and female students while ensuring equal access across all academic stages. Gender-responsive services and consistent support throughout the program are essential to enhance satisfaction and engagement (Flores & Ginsberg, 2020; Davidson et al., 2019).

In the College of Computer Studies, most respondents are also within the 18–22 age bracket equivalent to 75.0%, with a male-dominant population of 61.4%. Like Nursing, year-level representation is equally distributed at 25.0% each. These characteristics highlight the importance of providing technology-enhanced institutional services that cater to the preferences of a largely male and digital-oriented population. Online platforms, interactive tools, and gamified feedback mechanisms can help increase responsiveness and accessibility of services (Santos & Villanueva, 2021; Rahman et al., 2020).

In the Basic Education Department, nearly half of the respondents are aged 13–16 equivalaent to 49.3%, with females making up 65.0% of the group. Representation across grade levels is equally distributed at 14.3% each. This suggests that institutional services should be developmentally appropriate, visually engaging, and activity-based to meet the needs of younger learners. Tailored guidance, counseling, and academic support are crucial for this stage of development (Anderson & Ricci, 2018; Lopez & Martinez, 2021).

Overall, the findings indicate that institutional services at UCLM should be customized according to age, gender, and academic stage while maintaining consistent delivery across academic units. By adopting gender-sensitive, technology-driven, and age-appropriate approaches, the University can strengthen student satisfaction and create a more responsive learning environment.

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Table 2: Students' Satisfaction of the Dean/Chairperson/Principal's Office

Indicators	Mean	Interpretation	Rank
A.1 - Services			
• Orientation programs conducted by the department for new and students as well as special orientations for a specific purpose.	3.37	Excellent	1
• Evaluation of courses or subjects to be enrolled.	3.36	Excellent	2
• The department manifests strong external industry partnerships/linkages to expand the reach of the department in terms of placement of the students for on-the-job training/immersion/apprenticeship/internship.	3.35	Excellent	3
• Active participation of the department to the different extra-curricular activities to provide the students an avenue for creative expression of ideas, talents and skills and to reinforce the core values of the university is evident.	3.32	Excellent	4
• Promissory notes of students are acted upon immediately.	3.31	Excellent	5
• The department posts either in the bulletin board or in any online platforms the schedule of students' consultation with the faculty members and/or other officials of the department.	3.29	Excellent	6
• Provision of supplemental and or enhancement activities to boost the academic performance of the students is adequately provided by the department.	3.27	Excellent	7
• Providing the students with updated list of dissolved subjects on bulletin boards or online.	3.26	Excellent	8
• The assessment slips are released with ample time prior to examination.	3.26	Excellent	8
• Request for change of schedule or enrollment adjustments is acted upon immediately.	3.25	Very Satisfactory	9
• All requested courses that reach the minimum requirement are acted upon immediately.	3.25	Very Satisfactory	9
• The process lead-time for the transactions in the Principal/Dean's Office.	3.25	Very Satisfactory	9
• The midterm grade/ final grades are released with ample time before enrollment period.	3.18	Very Satisfactory	10
Aggregate Mean	**3.29**	**Excellent**	
A.2 Administration of the Dean/Chairperson/Principal's Office			
• The departmental policies are consistent with the University Policies and its implementation is appropriate, right and just.	3.31	Excellent	1
• The Dean/Chairperson/Principal is visible in the department and accommodates appointments if the students and other stakeholders wish to discuss matters with him/her.	3.29	Excellent	2
• The Dean's office gives reasonable resolution/ verdict with regards to the issues and concerns raised by the students and other stakeholders.	3.29	Excellent	2

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• The Dean/Chairperson/Principal's office acted immediately on complaints raised by the students and other stakeholders either verbally or in writing.	3.27	Excellent	3
• Stakeholders are given the opportunity to provide feedback on the services offered by the department through putting up a comment box or online platforms apart from the regular conduct of customer satisfaction survey.	3.26	Excellent	4
• The Staff responds to the student's request within a reasonable period of time and provides feedback or a status of the request.	3.22	Very Satisfactory	5
Aggregate Mean	**3.27**	**Excellent**	
A.3 Attitude of the Personnel in the Dean/Chairperson/Principal's Office			
• The staff shows excellent knowledge of the office.	3.37	Excellent	1
• The staff answers the stakeholders' questions in a way that is easy to understand.	3.35	Excellent	2
• The staff is kind.	3.35	Excellent	2
• The staff listens attentively to the stakeholders' question and then asks appropriate questions to better understand stakeholders' concerns or needs.	3.35	Excellent	2
• The staff is very accommodating.	3.33	Excellent	3
• The staff is very approachable.	3.33	Excellent	3
• The staff appears concerned about the students' or other stakeholders' problem or issues.	3.31	Excellent	4
• The staff deals with the students and other stakeholders patiently and professionally.	3.31	Excellent	4
• The staff is willing to go "the extra mile" to help the students' and other stakeholders' needs.	3.24	Very Satisfactory	5
Aggregate Mean	**3.33**	**Excellent**	
A.4 Professionalism of the Personnel in the Dean/Chairperson/Principal's Office			
• The staff is well-groomed.	3.41	Excellent	1
• The staff exhibits cleanliness and orderliness in his/her work station and documents are easily located and filed.	3.39	Excellent	2
• The staff shows respect, care and concern or the stakeholders' welfare.	3.38	Excellent	3
• The staff answers telephone calls professionally.	3.38	Excellent	3
• The staff refrains from using foul and vulgar languages at all times.	3.35	Excellent	4
• There is a staff always available and ready to accommodate the stakeholders in the office.	3.33	Excellent	5
• The staff replies to e-mails and other forms of online correspondences professionally.	3.33	Excellent	5
Aggregate Mean	**3.37**	**Excellent**	
A.5 Physical Characteristics of the Dean/Chairperson/Principal's Office			
• The vision, mission, goals and core values of the department and of the University in general are posted in an ideal location within the office.	3.41	Excellent	1

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• The Dean/Chairperson/Principal's table is separated from the main service area so as to ensure that confidential conversations between the Dean/Chairperson/Principal and the stakeholders cannot be heard by other people.	3.39	Excellent	2
• The postings, pictures and signage are appropriate and in accordance to the branding and /or standard of the university.	3.38	Excellent	3
• The Dean/Chairperson/Principal's office is well-lit, well-ventilated and conducive for accommodating the stakeholders of the department.	3.34	Excellent	4
• The department provides appropriate reading materials or plays appropriate videos in the television to keep the stakeholders entertained while waiting for their concerns to be acted upon.	3.32	Excellent	5
• The set-up of the office allows for easy movement of the personnel and clients.	3.31	Excellent	6
• There is a well-ventilated and well-lit area intended to accommodate the stakeholders while waiting for their concerns to be attended to.	3.31	Excellent	6
• There's enough space in the office to accommodate the stakeholders.	3.26	Excellent	7
Aggregate Mean	**3.34**	**Excellent**	
A.6 Accessibility of the Dean/Chairperson/Principal's Office			
• Telephone lines of the office are working and phone calls are answered promptly or if not, at a reasonable time.	3.32	Excellent	1
• The office is strategically located to allow easy access of the stakeholders and personnel.	3.31	Excellent	2
• The department can be reached through the official online platforms and inquiries sent to these platforms are responded promptly and appropriately.	3.31	Excellent	2
• There is enough information about the transaction catered by the office through posting of appropriate announcements/steps/processes/instructions.	3.31	Excellent	2
• Directional signage are available to lead the stakeholders to the direction of the office.	3.29	Excellent	3
Aggregate Mean	**3.31**	**Excellent**	
Overall Aggregate Mean	**3.32**	**Excellent**	

Table 2 presents the data on the varied levels of satisfaction across the assessed areas of institutional services. In the area of services, the highest rating was recorded in the conduct of orientation programs for new and continuing students, with a mean of 3.37 interpreted as *excellent.* This suggests that the institution has successfully created avenues for student adjustment and integration, fostering preparedness and a sense of belonging. Such efforts are consistent with Khan and Osman (2019), who argue that comprehensive orientations positively influence student retention, and with Amoako et al. (2023), who emphasize that effective institutional support enhances overall student satisfaction. On the other hand, the lowest mean of 3.18, interpreted as *very satisfactory*, was observed in the timely release of grades before enrollment. This indicates that students perceive delays in academic information as a hindrance, which may result in unnecessary stress and planning difficulties. Improving academic communication is vital since Rahman et al. (2020) point out that technology-driven and efficient service delivery strengthens trust, while Davidson et al. (2019) highlight the importance of timely administrative responsiveness in sustaining student confidence.

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In terms of administration from the Dean, Chairperson, or Principal's office, the highest mean of 3.31, interpreted as *excellent*, was seen in the alignment of departmental policies with university-wide policies. This highlights the importance of consistent governance in reinforcing institutional credibility, a finding supported by Sultan and Wong (2019), who stress the role of policy coherence in fostering fairness, and Anderson and Ricci (2018), who advocate for institutional effectiveness through structured policy frameworks. Conversely, responsiveness to student requests received the lowest mean of 3.22, interpreted as *very satisfactory*, suggesting room for improvement in administrative efficiency. Prompt responsiveness is essential as Albarracin et al. (2024) argue that timely services directly affect student satisfaction, while Gunarto and Hurriyati (2020) emphasize that administrative delays undermine perceived service value.

Regarding personnel attitude, the highest mean of 3.37, rated *excellent*, was given to staff knowledge of office operations, which reflects their competence in addressing student concerns. This finding aligns with Ali et al. (2020), who state that staff competence is a cornerstone of service quality, and Lopez and Martinez (2021), who note that well-informed personnel enhance institutional credibility. However, the lowest mean of 3.24, interpreted as *very satisfactory*, was observed in personnel willingness to go the extra mile. This implies that while staff perform their duties competently, proactive initiative remains limited. Encouraging staff to exceed expectations could foster greater student engagement, consistent with Santos and Villanueva (2021), who demonstrate how gamified and innovative approaches increase engagement, and Flores and Ginsberg (2020), who highlight that proactive institutional practices reduce inequities and improve satisfaction.

In the area of professionalism, the highest rating of 3.41, interpreted as *excellent*, was observed in staff grooming and appearance, reflecting positive representation of the institution. This finding demonstrates that professionalism reinforces trust, as noted by Napitupulu et al. (2018), who emphasize the link between professionalism and satisfaction, and Rahmani et al. (2024), who explain that professional conduct enhances institutional credibility. Meanwhile, the lowest mean of 3.33, though still interpreted as *excellent,* pertained to the availability of staff and professional email responses, suggesting inconsistency in accessibility. This underscores the need for better communication mechanisms, a point supported by Ubat and Villalon (2024), who highlight how service accessibility influences student perceptions, and Khan and Osman (2019), who stress that communication gaps negatively affect satisfaction and retention.

With respect to the physical characteristics of the office, the posting of vision, mission, goals, and core values obtained the highest mean of 3.41, interpreted as *excellent,* highlighting the institution's clear articulation of its identity and culture. This finding resonates with Sultan and Wong (2019), who assert that visible institutional values strengthen loyalty, and Lopez and Martinez (2021), who affirm that value-based institutional practices foster belongingness. On the other hand, adequate office space for stakeholders received the lowest mean of 3.26, interpreted as *excellent,* pointing to spatial limitations that may reduce comfort and convenience. Albarracin et al. (2024) stress that physical facilities directly shape student experiences, while Amoako et al. (2023) note that inadequacies in facilities can negatively affect perceptions of service quality.

Finally, in terms of accessibility, telephone responsiveness scored the highest mean of 3.32, interpreted as *excellent,* reflecting efficient communication mechanisms that facilitate stakeholder engagement. This supports Rahman et al. (2020), who found that accessible communication platforms enhance satisfaction, and Gunarto and Hurriyati (2020), who linked responsive communication to higher perceived value. However, the lowest mean of 3.29, though still excellent, was observed in the adequacy of directional signage, indicating that navigation across facilities may be less convenient. Davidson et al. (2019) point out that clear physical guidance systems promote inclusivity, while Napitupulu et al. (2018) highlight that facility design plays a crucial role in user satisfaction.

The overall aggregate mean of 3.32, interpreted as *excellent,* indicates that stakeholders generally perceive institutional services as commendable. Strengths are evident in professionalism, policy consistency, and orientation services, while areas requiring attention include timeliness of services, responsiveness, and proactive staff initiative. These results imply that while the institution has effectively built a strong service framework, it must sustain its strengths while continuously addressing minor gaps to achieve greater service excellence. This observation aligns with Amoako et al. (2023), who emphasize the importance of maintaining balance across multiple service dimensions, and Ubat and Villalon (2024), who highlight that continuous improvement in student services contributes significantly to institutional reputation and stakeholder trust.

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Table 3: Students' Satisfaction of the Students' Accounting Section

Indicators	Mean	Interpretation	Rank
• The friendliness and attentiveness of the staff in dealing with clients is:	3.37	Excellent	1
• The queuing system used in order to ensure fairness in accommodating the concerns and requests of the clients is:	3.36	Excellent	2
• The commitment of this office to open and close on time is:	3.35	Excellent	3
• The technical knowledge and expertise of the staff in this office is:	3.35	Excellent	3
• The commitment of the office to provide prompt and accurate services is:	3.35	Excellent	3
• The posting of announcements (traditional bulletin boards and online platforms) and other pertinent information relevant to the operations and the interest of the clients is:	3.35	Excellent	3
• The commitment of the office to provide prompt, effective and efficient response to inquiries/requests of the clients is:	3.33	Excellent	4
• The location, structure and/or physical characteristics of this office that will allow for a more convenient transaction with the clients is:	3.33	Excellent	4
• The commitment of this office to maximize the operating hours to serve as many clients as possible within a day is:	3.32	Excellent	5
Aggregate Mean	**3.35**	**Excellent**	

Table 3 presents the results of an evaluation of students' satisfaction with the Students' Accounting Section, revealing an overall aggregate mean of 3.35, interpreted as *Excellent*. The highest-rated indicator, with a mean of 3.37, is The friendliness and attentiveness of the staff in dealing with clients, suggesting that students perceive the staff as approachable and responsive. This finding aligns with Teeroovengadum et al. (2016), who emphasized that positive staff behavior enhances student satisfaction in higher education.

Conversely, the lowest-rated indicator, with a mean of 3.32, pertains to The commitment of this office to maximize the operating hours to serve as many clients as possible within a day. While still rated as *Excellent*, this indicates a potential area for improvement, as studies show that extended service hours can improve accessibility and satisfaction among students with diverse schedules (Pham & Lai, 2019). Other indicators, including the queuing system, staff technical expertise, punctuality, prompt and accurate service, and posting of relevant announcements, also received high ratings, reflecting perceptions of professionalism, efficiency, and organization. These results imply that the office is performing well across multiple dimensions, but minor adjustments, such as reviewing operating hours, could further enhance satisfaction.

The overall aggregate mean of 3.35 *Excellent,* demonstrates that the office effectively meets or exceeds student expectations across multiple service dimensions. This suggests that the institution's current strategies and resource allocation are effective; however, continuous monitoring, feedback collection, and service refinement are essential to sustain excellence and respond to evolving student needs (PMC, 2022). In summary, the data highlights strong service performance, particularly in staff interactions, while pointing to minor opportunities for improvement in service accessibility.

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Table 4: Students' Satisfaction of the Physics-Chemistry Laboratory

Indicators	Mean	Interpretation	Rank
A.1 – Chemical Safety			
• The safety practice involving the proper labelling with " Hazardous Chemical" of chemical waste containers is:	3.48	Excellent	1
• The maintenance, involving monitoring the expiration date of peroxide-forming chemicals is:	3.47	Excellent	2
• The provision of laboratory gowns in this laboratory is:	3.40	Excellent	3
• The maintenance, involving storing of chemicals in segregated hazard class is:	3.40	Excellent	3
• The provision of chemical carriers to be used in transporting liquid and hazardous chemicals is:	3.40	Excellent	3
• The maintenance, involving securely covering or closing chemical containers is:	3.39	Excellent	4
• The provision of below eye level (5 feet) cabinets to be used for storing corrosive/flammable/toxic liquids is:	3.39	Excellent	4
• The provision of cabinets and/or refrigerators solely dedicated for flammable liquids is:	3.39	Excellent	4
• The maintenance, involving the labelling of chemical containers if they are in good condition is:	3.39	Excellent	4
• The provision of safety glasses in this laboratory is:	3.39	Excellent	4
• The provision of cabinets to store chemicals in containers is:	3.38	Excellent	5
• The provision of gloves that will protect the students from accidentally touching or contacting hazardous chemicals is:	3.37	Excellent	6
• The provision of a fume hood to contain volatile/hazardous chemicals is:	3.34	Excellent	7
• The provision of properly labeled chemical containers and equipment is:	3.33	Excellent	8
Aggregate Mean	**3.39**	**Excellent**	9
A.2 – Compressed Gas Safety		Excellent	
• The safety practice of segregating gas cylinders by hazard class is:	3.48	Excellent	1
• The safety practice of using toxic gases inside ventilated cabinets or fume hoods is:	3.48	Excellent	1
• The safety practice of ensuring that CGA connections on regulators are appropriate for gas/es in use, is:	3.47	Excellent	2
• The safety practice of securing properly the gas cylinders and keeping it capped when not in use is:	3.46	Excellent	3
• The safety practice involving posting of cylinder change-out procedures at gas manifold systems is:	3.42	Excellent	4
• The safety practice of ensuring that Regulators in storage are bagged and protected from damage, is:	3.42	Excellent	4

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Aggregate Mean	**4.15**	**Excellent**	
A.3 – Apparatus and Equipment			
• The labelling of the laboratory apparatus and equipment is:	3.48	Excellent	1
• The calibration of the laboratory apparatus and equipment is:	3.45	Excellent	2
• The provision of appropriate and properly functioning laboratory apparatus and equipment is:	3.42	Excellent	3
• The maintenance of the laboratory apparatus and equipment is:	3.42	Excellent	3
• The storing of the laboratory apparatus and equipment is:	3.38	Excellent	4
• The organizing of the laboratory apparatus and equipment is:	3.36	Excellent	5
Aggregate Mean	**3.42**	**Excellent**	
A.4 – Safety Equipment			
• The provision of chemical spill kit or clean up materials is:	3.50	Excellent	1
• The provision of Class D Fire extinguishers which are used for fire involving flammable metals is:	3.48	Excellent	2
• Accessibility of the fire extinguishers is:	3.42	Excellent	3
• The weekly monitoring and testing of eyewash stations reflected in a monitoring sheet is:	3.42	Excellent	3
• The provision of eyewash/shower stations that are clear and easy to be accessed is:	3.40	Excellent	4
Aggregate Mean	**3.44**	**Excellent**	
A.5 – Physical Safety			
• The safety practice of using extension cords as permanent wiring is:	3.47	Excellent	1
• The safety practice of keeping the laboratory aisles clear and uncluttered is:	3.47	Excellent	1
• The safety practice of keeping electrical cords in good condition and not frayed is:	3.47	Excellent	1
• The safety practice of keeping the laboratory well-ventilated is:	3.46	Excellent	2
• The safety practice of keeping the laboratory well-maintained and organized is:	3.44	Excellent	3
Aggregate Mean	**3.46**	**Excellent**	4
A.6 – Laboratory Assistants			
• The level of technical know-how of the laboratory assistant is:	3.48	Excellent	1
• The politeness and courtesy of the laboratory assistant are:	3.47	Excellent	2
• The way the laboratory assistant manifests willingness to go out of his way to render help to the students and teachers is:	3.40	Excellent	3
• The preparation of materials, apparatus, and equipment of the laboratory assistant in a considerable period of time is:	3.38	Excellent	4
Aggregate Mean	**3.43**	**Excellent**	
Overall Aggregate Mean	**3.55**	**Excellent**	

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Table 4 presents the results of an evaluation of students' satisfaction with the Physics-Chemistry Laboratory, revealing an overall aggregate mean of 3.55, categorized as *Excellent.* Under Chemical Safety (A.1), the highest-rated indicator is "The safety practice involving the proper labelling with 'Hazardous Chemical' of chemical waste containers" with a mean of 3.48, interpreted as *Excellent.* The lowest-rated indicator is "The provision of properly labeled chemical containers and equipment" with a mean of 3.33, also interpreted as *Excellent.* Proper chemical labeling notifies workers about potential hazards, reduces unknowns, and allows for emergency responses like spill cleanup and medical care (OSHA, 2011).

In Compressed Gas Safety (A.2), the highest means (3.48) are observed in "Segregating gas cylinders by hazard class" and "Using toxic gases inside ventilated cabinets or fume hoods," while the lowest is "Ensuring CGA connections on regulators are appropriate for gas in use" with a mean of 3.47, still reflecting excellent safety practices. The safety practice of segregating gas cylinders by hazard class is essential to prevent dangerous reactions and ensure safe handling (OSHA, 2011).

In Apparatus and Equipment (A.3), the highest is "Labelling of laboratory apparatus and equipment" with a mean of 3.48, and the lowest is "Organizing of laboratory apparatus and equipment" at 3.36. Proper labeling and organization of laboratory apparatus and equipment are vital for efficient and safe laboratory operations (University of Illinois, 2025).

For Safety Equipment (A.4), the highest mean of 3.50 is seen in "Provision of chemical spill kit or clean-up materials," while the lowest, 3.40, is for "Provision of eyewash/shower stations that are clear and easy to access." The provision of chemical spill kits is crucial for ensuring quick and effective response to chemical spills, minimizing potential harm (University of California, Merced, 2021).

Under Physical Safety (A.5), the highest mean of 3.47 appears in multiple indicators such as "Using extension cords as permanent wiring," "Keeping the laboratory aisles clear," and "Maintaining electrical cords," while the lowest is "Keeping the laboratory well-maintained and organized" with a mean of 3.44. Maintaining a well-organized and clutter-free laboratory environment is essential to prevent accidents and ensure safety (University of Central Florida, 2018).

Finally, in Laboratory Assistants (A.6), the highest mean of 3.48 is observed in "Technical know-how of the laboratory assistant," and the lowest is "Preparation of materials, apparatus, and equipment in a considerable period of time" with a mean of 3.38. The technical competence of laboratory assistants plays a significant role in enhancing the learning experience and ensuring laboratory safety (University of California, Riverside, 2024). These results indicate that while all areas are rated excellent, students particularly value proper safety practices and the competence of laboratory assistants, whereas minor improvements could be made in labeling, organization, and preparation procedures to further enhance satisfaction.

Table 5: Students' Satisfaction of the Building Maintenance Services

Indicators	Mean	Interpretation	Rank
• How satisfied are you with the over-all performance of the plumbing section?	3.48	Excellent	1
• How satisfied are you with the over-all performance of the air-condition section?	3.47	Excellent	2
• How satisfied are you with the over-all performance of our plumbing section with regards to their effectiveness and the quality of their work?	3.45	Excellent	3
• How satisfied are you with the over-all performance of our air-condition section with regards to their effectiveness and the quality of their work?	3.45	Excellent	3
• How satisfied are you with the over-all performance of our plumbing section with regards to their attitudes and behaviors?	3.45	Excellent	3

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• How satisfied are you with the over-all performance of the janitorial section?	3.45	Excellent	3
• How satisfied are you with the over-all performance of our janitorial section with regards to their effectiveness and the quality of their work?	3.44	Excellent	4
• How satisfied are you with the over-all performance of our carpentry section with regards to their attitudes and behaviors?	3.43	Excellent	5
• How satisfied are you with the over-all performance of our electrical section with regards to their attitudes and behaviors?	3.41	Excellent	6
• How satisfied are you with the over-all performance of our carpentry section with regards to their effectiveness and the quality of their work?	3.39	Excellent	7
• How satisfied are you with the over-all performance of our electrical section with regards to their effectiveness and the quality of their work?	3.37	Excellent	8
• How satisfied are you with the over-all performance of the carpentry section?	3.37	Excellent	8
• How satisfied are you with the over-all performance of the electrical section?	3.34	Excellent	9
• How satisfied are you with the over-all performance of our janitorial section with regards to their attitudes and behaviors?	3.34	Excellent	9
• How satisfied are you with the over-all performance of our air-condition section with regards to their attitudes and behaviors?	3.31	Excellent	10
Aggegate Mean	**3.41**	**Excellent**	

Table 5 presents the results of students' satisfaction with the building maintenance services, revealing an aggregate mean of 3.41, interpreted as *Excellent*. Among the specific indicators, the highest-rated item is "How satisfied are you with the overall performance of the plumbing section?" with a mean of 3.48 and was interpreted as *Excellent*, reflecting students' strong appreciation for the quality and responsiveness of plumbing services.

Conversely, the lowest-rated indicator is "How satisfied are you with the overall performance of our air-condition section with regards to their attitudes and behaviors?" with a mean of 3.31 (Excellent), suggesting a minor area for improvement in staff conduct or interactions.

Other highly rated indicators include overall performance of the air-condition section (3.47), effectiveness and quality of work of the plumbing, air-condition, and janitorial sections (3.45), and attitudes of the carpentry and electrical sections (3.43–3.41).

The lowest ranks were observed in the effectiveness and quality of work of the electrical and carpentry sections (3.37), overall performance of electrical and janitorial sections (3.34), and air-conditioning staff behavior (3.31). These results imply that while the building maintenance services are generally performing at an excellent level, continued staff training on interpersonal skills and consistent service delivery can further improve satisfaction.

Literature indicates that the effectiveness, attitude, and responsiveness of maintenance personnel directly impact occupant satisfaction and the perception of service quality in institutional settings (Barrett & Zhang, 2014; Dursun, 2018). The aggregate mean of 3.41 which interpreted as *Excellent* demonstrates that the

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maintenance services overall meet or exceed students' expectations, emphasizing the importance of monitoring service quality and implementing continuous improvement measures to sustain high performance.

Table 6: Students' Satisfaction of the Services of the Campus Affairs Director's Office

Indicators	Mean	Interpretation	Rank
• Your over-all level of satisfaction to the services of the Campus Affairs Director's Office is:	3.39	Excellent	1
• The friendliness of the staff is:	3.39	Excellent	1
• The physical grooming and being presentable of the staff is:	3.38	Excellent	2
• The efficiency and effectivity of the staff in dealing with concerns, inquiries and requests from the clients are:	3.37	Excellent	3
• The channels, conventional and/or online, that will allow effective and efficient flow of communications from the UC Community to the Campus Director and the personnel is:	3.36	Excellent	4
• The commitment of the personnel to exhibit through knowledge and understanding of the operations of this office is:	3.36	Excellent	4
• The location, structure and/or physical characteristics of this office that will allow for a more convenient transaction with the clients is:	3.34	Excellent	5
Aggregate Mean	**3.37**	**Excellent**	

Table 6 presents the results of students' satisfaction with the services of the Campus Affairs Director's Office, showing an aggregate mean of 3.37, which was interpreted as *Excellent*. The highest-rated indicators, both with a mean of 3.39, which was interpreted as Excellent, are "Your overall level of satisfaction with the services of the Campus Affairs Director's Office" and "The friendliness of the staff," reflecting students' strong appreciation for the staff's approachability and overall service quality.

The lowest-rated indicator, with a mean of 3.34, which was interpreted as *Excellent*, is "The location, structure, and/or physical characteristics of this office that will allow for a more convenient transaction with the clients," suggesting a minor area for improvement in terms of accessibility or office layout. Other indicators, including the physical grooming and presentability of the staff got a mean of 3.38, which was interpreted as *Excellent*, efficiency and effectiveness in handling concerns got a mean of 3.37, which was interpreted as *Excellent*, and communication channels and staff knowledge of operations got a mean of 3.36, which was interpreted as *Excellent,* also received high ratings, indicating that students perceive the office as professional, competent, and responsive.

These results imply that while the Campus Affairs Director's Office delivers excellent service, minor enhancements in office accessibility and structural convenience could further improve student satisfaction. Recent studies highlight that staff friendliness, professional appearance, and effective communication significantly impact service quality perceptions in educational institutions (Rashid & Rasheed, 2024; Enciso, 2023).

Overall, the aggregate mean of 3.37, which was interpreted as *Excellent*, demonstrates that the office effectively meets or exceeds students' expectations, emphasizing the importance of continuous staff training, maintaining professional standards, and periodically reviewing office layout and accessibility to sustain service excellence.

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Table 7: Students' Satisfaction of the Services of the CARES Office

Indicators	Mean	Interpretation	Rank
A.1 – Conduct of Community Extension Activities			
• The way CARES Office ensures the involvement of the students, faculty, alumni and the greater university community in general, in its programs and initiatives is:	3.46	Excellent	1
• The way CARES Office schedules the different institutional community extension programs is:	3.44	Excellent	2
• The way CARES Office disseminates information about the different community extension activities/programs and initiatives to the students/faculty and the greater university community is:	3.42	Excellent	3
• The way CARES Office organizes different community extension activities is:	3.41	Excellent	4
• The collaboration of CARES Office to the internal and external partners in the conduct of different community extension programs is:	3.40	Excellent	5
• The provision of resources to support the institutional and departmental community extension programs of the university is:	3.39	Excellent	6
Aggregate Mean	**3.42**	**Excellent**	
A.2 – Relevance of the Community Extension Programs			
• The relevance of the community extension programs of the university to my course or degree program is:	3.44	Excellent	1
• The relevance of the community extension programs of the university to my personal growth is:	3.44	Excellent	1
• The relevance of the community extension programs of the university to my professional growth is:	3.43	Excellent	2
• The relevance of the community extension programs of the university to the development agenda of the adopted communities is:	3.35	Excellent	3
• The relevance of the community extension programs of the university to its vision, mission, goals and core values is:	3.32	Excellent	4
Aggregate Mean	**3.40**	**Excellent**	
A.3 – CARES Office Administration			
• The communication skills of the personnel of this office is:	3.41	Excellent	1
• The visibility of the office in terms of responding to the call for relief operations during disasters/calamities/emergency situations and implementing the community extension programs of the university in general is:	3.39	Excellent	2
• The presence and/or availability of the office personnel including its department head during office hours is:	3.39	Excellent	2
• The professionalism of the personnel of this office is:	3.38	Excellent	3

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• The commitment of the office personnel to assist faculty, students and other stakeholders should they have concerns or inquiries is:	3.38	Excellent	3
• The grooming and being presentable of the personnel of this office is:	3.37	Excellent	4
• The reachability of the office through telephone, e-mail and other digital and online platforms is:	3.36	Excellent	5
• The physical attributes such as the space, location and visual appeal of the office making it conducive for accommodating clients is:	3.29	Excellent	6
• The cleanliness, orderliness and sanitation of the office is:	3.20	Very Satisfactory	7
Aggregate Mean	**3.01**	**Excellent**	
Overall Aggreate Mean	**3.34**	**Excellent**	

Table 7 presents the results of students' satisfaction with the services of the CARES Office, showing an overall aggregate mean of 3.34, which was interpreted as *Excellent***.** Under Conduct of Community Extension Activities (A.1)**,** the highest-rated indicator is "The way CARES Office ensures the involvement of the students, faculty, alumni, and the greater university community in general, in its programs and initiatives," with a mean of 3.46, which was interpreted as *Excellent*, while the lowest-rated indicator is "The provision of resources to support the institutional and departmental community extension programs of the university," with a mean of 3.39, which was interpreted as *Excellent*.

Under Relevance of the Community Extension Programs (A.2)**,** the highest-rated indicators are "The relevance of the community extension programs of the university to my course or degree program" and "The relevance of the community extension programs of the university to my personal growth," both with a mean of 3.44, which were interpreted as *Excellent*, while the lowest-rated indicator is "The relevance of the community extension programs of the university to its vision, mission, goals, and core values," with a mean of 3.32, which was interpreted as *Excellent*.

Under CARES Office Administration (A.3), the highest-rated indicator is "The communication skills of the personnel of this office," with a mean of 3.41, which was interpreted as *Excellent*, while the lowest-rated indicator is "The cleanliness, orderliness, and sanitation of the office," with a mean of 3.20, which was interpreted as *Very Satisfactory*. These results imply that the CARES Office is performing excellently in most areas, particularly in ensuring involvement, relevance, and communication, while minor improvements are recommended in resource provision, program alignment with the university's core values, and maintaining office sanitation. Recent studies highlight that community extension programs enhance students' personal and professional growth, and their effectiveness depends on staff communication skills, visibility, professionalism, and accessibility (Asio, Sardina, & Olaguir, 2023; Gannapao, 2020).

Overall, the aggregate mean of 3.34, which was interpreted as *Excellent***,** demonstrates that the CARES Office effectively meets or exceeds students' expectations while continuing to enhance program relevance and office administration can further strengthen student satisfaction and institutional impact.

Table 8: Students' Satisfaction of the Services of Cashier's Office

Indicators	Mean	Interpretation	Rank
A.1 – Payment of Tuition Fees			
• The accuracy of the cashiers in encoding the necessary details in relation to the payment of school fees in the system is:	3.36	Excellent	1
• The number of cashiers serving the clients on a daily basis and during peak seasons is:	3.35	Excellent	2

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• The queuing system such as standing in line or priority number scheme of the cashier's office in accommodating clients is:	3.33	Excellent	3
• The accuracy of the cashier in giving change, should there be any, to the clients after payment is:	3.33	Excellent	3
• The provision of official receipt after payment is:	3.31	Excellent	4
• The availability of cashiers during office hours to facilitate payments is:	3.22	Very Satisfactory	5
Aggregate Mean	**3.32**	**Excellent**	
A.2 – Attitude of the Personnel			
• The commitment of the cashier's office, through the personnel, to open on time is:	3.33	Excellent	1
• The quality of being approachable of the personnel in the cashier's office is:	3.32	Excellent	2
• The readiness of the cashiers in answering to the inquiries or responding appropriately to the clients' inquiries is:	3.31	Excellent	3
• The patience of the cashiers in guiding the clients how to fill-out the payments forms correctly should there be any errors is:	3.30	Excellent	4
Aggregate Mean	**3.31**	**Excellent**	
A.3 – Processing of Budgets			
• The lead time set by the office to process budget requests from the point of approval and submission to releasing is:	3.34	Excellent	1
• The promptness of the of the payables in-charge in processing budget requests is:	3.34	Excellent	1
• The way cashier's office provides updates to the requesting party particularly on the releasing of the requested budgets is:	3.34	Excellent	1
• The way the staff entertains questions or inquiries related to budget requests is:	3.25	Very Satisfactory	2
Aggregate Mean	**3.32**	**Excellent**	
Overall Aggregate Mean	**3.32**	**Excellent**	

Table 8 presents the results of students' satisfaction with the services of the Cashier's Office, showing an overall aggregate mean of 3.32, which was interpreted as *Excellent***.** Under Payment of Tuition Fees (A.1**)**, the highest-rated indicator is "The accuracy of the cashiers in encoding the necessary details in relation to the payment of school fees in the system," with a mean of 3.36, which was interpreted as *Excellent*, while the lowest-rated indicator is "The availability of cashiers during office hours to facilitate payments," with a mean of 3.22, which was interpreted as *Very Satisfactory*.

Under Attitude of the Personnel (A.2), the highest-rated indicator is "The commitment of the cashier's office, through the personnel, to open on time," with a mean of 3.33, which was interpreted as *Excellent*, while the lowest-rated indicator is "The patience of the cashiers in guiding the clients how to fill-out the payment forms correctly should there be any errors," with a mean of 3.30, which was interpreted as *Excellent*.

Under Processing of Budgets (A.3)**,** the highest-rated indicators, all tied, are "The lead time set by the office to process budget requests from the point of approval and submission to releasing," "The promptness of the payables in-charge in processing budget requests," and "The way cashier's office provides updates to the requesting party particularly on the releasing of the requested budgets," each with a mean of 3.34, which was interpreted as *Excellent*, while the lowest-rated in-

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dicator is "The way the staff entertains questions or inquiries related to budget requests," with a mean of 3.25, which was interpreted as *Very Satisfactory*.

These results imply that the Cashier's Office generally provides excellent service, particularly in terms of accuracy, timeliness, and communication in processing payments and budgets. Minor improvements are recommended in staff availability, client guidance, and responsiveness to inquiries during peak periods to further enhance service satisfaction. Recent studies highlight that efficiency, personnel attitude, and accurate handling of transactions significantly influence student satisfaction in cashier and financial service operations within educational institutions (Hossain & Rahman, 2021; Obeng & Amoah, 2022).

Overall, the aggregate mean of 3.32, which was interpreted as *Excellent*, demonstrates that the Cashier's Office effectively meets students' expectations while identifying specific areas for targeted service improvement.

Table 9: Students' Satisfaction of the Services of the Medical Clinic

Indicators	Mean	Interpretation	Rank
A.1 – Accessibility of Health Services			
• The responsiveness of the medical personnel in case of emergency is	3.38	Excellent	1
• The location of the medical clinic is:	3.37	Excellent	2
• The availability of medical personnel for consultation and first aid treatment is:	3.34	Excellent	3
Aggregate Mean	**3.36**	**Excellent**	
A.2 – Adequacy of the Health Personnel			
• The grooming and the way the medical staff present themselves is:	3.41	Excellent	1
• The quality of being friendly and approachable of the medical personnel is:	3.40	Excellent	2
• The number of medical personnel attending to the medical needs and concerns of the students, employees and other stakeholders of the university is:	3.39	Excellent	3
• The way the medical personnel exhibit knowledge and expertise in their job is:	3.39	Excellent	3
Aggregate Mean	**3.40**	**Excellent**	
A.3 – Quality of Health Services			
• The provision of medicines and other supplies for first aid treatment is:	3.39	Excellent	1
• The provision of regular schedule of physical examination for new students of every program every semester is:	3.38	Excellent	2
• The way the medical personnel respond to medical emergencies is:	3.37	Excellent	3
• The provision of medical examination to students as part of the admission process or as a requirement for activities requiring medical examination such as intramurals and special trainings is:	3.37	Excellent	3
• The provision of regular water testing of all drinking faucets in the campus (with water testing results posted on the wall where the faucet is located) as part of the preventive measures to protect the health of the UCLM Community is:	3.36	Excellent	4
• The availability of starter doses of medicines is:	3.36	Excellent	4

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• The provision of regular canteen monitoring and updating of sanitary permits as part of the preventive measures to protect the health of the UCLM Community is:	3.35	Excellent	5
• The provision of adequate health information through online or traditional leaflets, brochures and posters is:	3.34	Excellent	6
Aggregate Mean	**3.36**	**Excellent**	
Aggregate Mean	**3.37**	**Excellent**	

Table 9 presents the results of students' satisfaction with the services of the Medical Clinic, showing an overall aggregate mean of 3.37, which was interpreted as *Excellent***.**

Under Accessibility of Health Services (A.1)**,** the highest-rated indicator is "The responsiveness of the medical personnel in case of emergency," with a mean of 3.38, which was interpreted as *Excellent*, while the lowest-rated indicator is "The availability of medical personnel for consultation and first aid treatment," with a mean of 3.34, which was interpreted as *Excellent*.

Under Adequacy of the Health Personnel (A.2)**,** the highest-rated indicator is "The grooming and the way the medical staff present themselves," with a mean of 3.41, which was interpreted as *Excellent*, while the lowest-rated indicators are "The number of medical personnel attending to the medical needs and concerns of the students, employees, and other stakeholders of the university" and "The way the medical personnel exhibit knowledge and expertise in their job," both with a mean of 3.39, which were interpreted as *Excellent*.

Under Quality of Health Services (A.3)**,** the highest-rated indicator is "The provision of medicines and other supplies for first aid treatment," with a mean of 3.39, which was interpreted as *Excellent*, while the lowest-rated indicator is "The provision of adequate health information through online or traditional leaflets, brochures and posters," with a mean of 3.34, which was interpreted as *Excellent*.

These results imply that the Medical Clinic provides excellent service overall, particularly in responsiveness, staff presentation, and the provision of first aid supplies. Minor improvements are recommended in personnel availability, health information dissemination, and preventive monitoring to further enhance the students' satisfaction and overall effectiveness of health services. Recent studies emphasize that accessibility, staff competence, and the quality of health service delivery significantly impact student satisfaction and health outcomes in educational institutions (Abdullah et al., 2022; Kim & Lee, 2021).

Overall, the aggregate mean of 3.37, which was interpreted as *Excellent***,** demonstrates that the Medical Clinic effectively meets students' expectations while encouraging continuous improvement in preventive health measures and communication of health information.

Table 10: Students' Satisfaction of the Services of the Computer Laboratories

Indicators	Mean	Interpretation	Rank
A.1 – Personnel			
• The commitment of the personnel to show eagerness and willingness to assist the students with their concerns is:	3.38	Excellent	1
• The availability of the personnel all the time in the laboratory is:	3.37	Excellent	2
• The commitment of the personnel in dealing with clients is:	3.37	Excellent	2
• The way the personnel present themselves particularly in the way they dress is:	3.36	Excellent	3
• The promptness of the personnel in responding to inquires and concerns is:	3.34	Excellent	4
Aggregate Mean	**3.36**	**Excellent**	

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A.2 – Procedures in the Computer Laboratory			
• The strict adherence of the faculty and students to the standard operating procedures in the utilization of the computer laboratory and other materials is:	3.39	Excellent	1
• The speed of transaction per student or faculty in the computer laboratory is:	3.38	Excellent	2
• The visibility of the procedures or steps, which are posted inside the computer laboratory, in using the computers and other materials is:	3.37	Excellent	3
• The clarity and dissemination of procedures in utilizing the laboratory and all its materials and equipment to the students and faculty is:	3.35	Excellent	4
• The commitment of the personnel to inform the university community particularly those who will utilize the computer laboratories about its policies and guidelines is:	3.35	Excellent	4
Aggregate Mean	**3.37**	**Excellent**	
A.3 – Accessibility			
• The accessibility of the tools and materials in the computer laboratory is:	3.40	Excellent	1
• The way the laboratory is set-up to facilitate a smooth flow of traffic and easy movement of people is:	3.40	Excellent	1
• The provision of signage and directions that will guide the students and faculty to where the computer laboratories are situated is:	3.36	Excellent	2
• The access way to where the computer laboratory is located is:	3.35	Excellent	3
• The location of the computer laboratories is:	3.34	Excellent	4
Aggregate Mean	**3.37**	**Excellent**	
A.4 – Physical Set-Up			
• The cleanliness, orderliness, visual appeal and sanitation in the computer laboratories are:	3.39	Excellent	1
• The conduciveness of the computer laboratories to facilitate efficient and effective delivery of lessons or instructions is:	3.38	Excellent	2
• The computer units in the laboratory, in terms of their functionality, are:	3.37	Excellent	3
• The space provided where the students and faculty can wait while waiting for their turn to use the computer laboratory is:	3.36	Excellent	4
• The ventilation and lighting in the computer laboratories are:	3.33	Excellent	5
Aggregate Mean	**3.37**	**Excellent**	
A.5 – Safety			
• The way the tools, materials and equipment are labeled and stored in the computer laboratories are:	3.41	Excellent	1
• The provision of appropriate fire extinguishers in the computer laboratories is:	3.40	Excellent	2

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• The provision of emergency exit plans inside the computer laboratories is:	3.40	Excellent	2
• The appropriateness of entry and exit points in the computer laboratories is:	3.39	Excellent	3
• The provision of warning signs for hazardous components of the computers and other tools which includes but not limited to electrical parts, is:	3.35	Excellent	4
Aggregate Mean	**3.39**	**Excellent**	
Overall Aggregate Mean	**3.37**	**Excellent**	

Table 10 presents the results of students' satisfaction with the services of the Computer Laboratories, showing an overall aggregate mean of 3.37, which was interpreted as ***Excellent***.

Under Personnel (A.1)**,** the highest-rated indicator is "The commitment of the personnel to show eagerness and willingness to assist the students with their concerns," with a mean of 3.38, which was interpreted as *Excellent*, while the lowest-rated indicator is "The promptness of the personnel in responding to inquiries and concerns," with a mean of 3.34, which was interpreted as *Excellent*.

Under Procedures in the Computer Laboratory (A.2)**,** the highest-rated indicator is "The strict adherence of the faculty and students to the standard operating procedures in the utilization of the computer laboratory and other materials," with a mean of 3.39, which was interpreted as *Excellent*, while the lowest-rated indicators are "The clarity and dissemination of procedures in utilizing the laboratory and all its materials and equipment to the students and faculty" and "The commitment of the personnel to inform the university community particularly those who will utilize the computer laboratories about its policies and guidelines," both with a mean of 3.35, which were interpreted as *Excellent*.

Under Accessibility (A.3)**,** the highest-rated indicators are "The accessibility of the tools and materials in the computer laboratory" and "The way the laboratory is set-up to facilitate a smooth flow of traffic and easy movement of people," both with a mean of 3.40, which were interpreted as *Excellent*, while the lowest-rated indicator is "The location of the computer laboratories," with a mean of 3.34, which was interpreted as *Excellent*.

Under Physical Set-Up (A.4)**,** the highest-rated indicator is "The cleanliness, orderliness, visual appeal and sanitation in the computer laboratories," with a mean of 3.39, which was interpreted as *Excellent*, while the lowest-rated indicator is "The ventilation and lighting in the computer laboratories," with a mean of 3.33, which was interpreted as *Excellent*.

Under Safety (A.5)**,** the highest-rated indicator is "The way the tools, materials and equipment are labeled and stored in the computer laboratories," with a mean of 3.41, which was interpreted as *Excellent*, while the lowest-rated indicator is "The provision of warning signs for hazardous components of the computers and other tools which includes but not limited to electrical parts," with a mean of 3.35, which was interpreted as *Excellent*.

These results imply that the Computer Laboratories provide excellent service in terms of personnel commitment, procedural clarity, accessibility, physical set-up, and safety measures. Minor improvements can be made in responsiveness, clarity of procedures, ventilation, and safety signage to further enhance student satisfaction and the overall effectiveness of the laboratories. Recent studies indicate that student satisfaction in computer laboratory services is influenced by staff support, accessibility of tools, safety measures, and the functional layout of laboratory spaces (Alam, 2021; Chong & Tan, 2022).

Overall, the aggregate mean of 3.37, which was interpreted as *Excellent***,** demonstrates that the Computer Laboratories effectively meet students' expectations while encouraging continuous enhancement in operational efficiency, safety, and user experience.

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Table 11: Students' Satisfaction of the Services of the Civil Security Unit

Indicators	Mean	Interpretation	Rank
• The commitment of the security personnel to apprehend or evict violators from premises, using force when necessary, is:	3.43	Excellent	1
• The commitment of the security personnel to ensure the safety and security of the stakeholders is:	3.42	Excellent	2
• The commitment of the security personnel to maintain peace and order within the premises of the University is:	3.41	Excellent	3
• The commitment of the security personnel to monitor the entrance and departure of employees, visitors, and other persons to guard against theft and maintain the security of the premises, is:	3.41	Excellent	3
• The diligence of the security personnel in checking the bags upon exit of the students, faculty members and other stakeholders' of the campus is:	3.41	Excellent	3
• The commitment of the security personnel to inform the students, faculty members and other stakeholders of the new rules and regulations or updates thereof before full implementation is:	3.41	Excellent	3
• The commitment of the security personnel to ensure fair and professional conduct of investigations for cases requiring it is:	3.40	Excellent	4
• The way the security personnel respond to reported alarms and emergency situations is:	3.40	Excellent	4
• The professionalism of the security personnel in answering telephone calls and respond to inquiries during off-business hours or when the switch board handling the trunk line is switched off, is:	3.40	Excellent	4
• The quality of being courteous of the security personnel is:	3.40	Excellent	4
• The diligence of the security personnel in checking the uniforms of the students upon entry to the campus is:	3.40	Excellent	4
• The diligence of the security personnel in checking the bags upon entry of the students, faculty members and other stakeholders' to the campus is:	3.39	Excellent	5
• The diligence of the security personnel in checking if the students and faculty members are wearing their IDs, is:	3.39	Excellent	5
• The commitment of the security personnel to treat all stakeholders of the university with respect is:	3.38	Excellent	6
• The friendliness and positive disposition of the security personnel in dealing with students, faculty and other stakeholders, is:	3.38	Excellent	6
• The diligence of the security personnel in checking the uniforms of the employees upon entry to the campus is:	3.38	Excellent	6
Aggregate Mean	**3.40**	**Excellent**	

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Table 11 presents the findings on the services of the Civil Security Unit. The highest mean score is 3.43 for the item on the commitment of the security personnel to apprehend or evict violators from premises, using force when necessary, which was interpreted as *Excellent.* This highlights that students perceive the university's security personnel as effective in upholding discipline and enforcing regulations, which is essential in maintaining a safe learning environment.

Conversely, the lowest mean scores are 3.38 for items such as the commitment of the security personnel to treat all stakeholders of the university with respect, the friendliness and positive disposition of the security personnel in dealing with students, faculty and other stakeholders, and the diligence of the security personnel in checking the uniforms of the employees upon entry to the campus, which were interpreted as *Excellent.* Although still favorable, these slightly lower ratings suggest that interpersonal aspects of security service, particularly courtesy and approachability, are areas that may benefit from further enhancement.

The implications of these findings emphasize that while students are satisfied with the security personnel's capacity to enforce discipline and maintain order, it is equally vital to strengthen the balance between authority and respectful interaction. According to Crank and Langworthy (2020), security personnel must not only fulfill their enforcement role but also foster trust and positive relationships with the community they serve.

This means continuous training in customer service skills, professional communication, and stakeholder engagement may further enhance satisfaction levels. Recent studies also highlight that visible, professional, and approachable security personnel contribute significantly to students' overall perception of campus safety (Barton & Barton, 2021; White & Johnson, 2022). Therefore, investing in initiatives that enhance both the enforcement capacity and interpersonal effectiveness of security personnel will help sustain a secure yet welcoming university environment.

Table 12: Students' Satisfaction of the Library Services

Indicators	Mean	Interpretation	Rank
A.1 – Personnel			
• The willingness and readiness of the personnel to assist client's research needs is:	3.41	Excellent	1
• The commitment of the personnel, including the student-assistants, to make themselves available every time students, faculty and other stakeholders come to them to seek for assistance, is:	3.40	Excellent	2
• The commitment of the personnel respond to inquiries, concerns and requests is:	3.38	Excellent	3
• The knowledge and expertise of the personnel on matters related to the library operations is:	3.37	Excellent	4
• The courtesy and friendliness of the personnel is:	3.34	Excellent	5
Aggregate Mean	**3.38**	**Excellent**	
A.2 – Library Information Services			
• The adequacy of online databases and e-books is:	3.35	Excellent	1
• The adequacy of books, both hardcopy and e-book version, in your field(s) of interest is:	3.33	Excellent	2
• The adequacy of audio-visual materials is:	3.31	Excellent	3
• The adequacy of journals, both hardcopy and electronic/digital version, in your field(s) of interest is:	3.31	Excellent	3

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• The access to information resources (books, e-books, journals and etc.) is:	3.31	Excellent	3
Aggregate Mean	**3.32**	**Excellent**	
A.3 – General Services			
• The availability of library referrals is:	3.38	Excellent	1
• The way the Library Department disseminates new list of books and periodicals to the UCLM community is:	3.35	Excellent	2
• The accuracy of classified label of books and periodical collection by subject is:	3.35	Excellent	2
• The provision of ID processing service is:	3.34	Excellent	3
• The availability of the electronic dictionary is:	3.34	Excellent	3
• The provision of reference services assistance is:	3.30	Excellent	4
• The provision of internet facilities and services is:	3.30	Excellent	4
• The availability of the Online Public Access Catalog (OPAC) is:	3.29	Excellent	5
• The provision of assistance at the circulation/multimedia/lending counter is:	3.29	Excellent	5
• The provision of photocopying service is:	3.29	Excellent	5
• The provision of Information Literacy Service (Library Orientation and Instruction)	3.29	Excellent	5
• The commitment of the library to open on time is:	3.28	Excellent	6
Aggregate Mean	**3.32**	**Excellent**	
A.5 – Library Communications			
• The way the library policies are cascaded to the university community is:	3.40	Excellent	1
• The way the Library Department cascades information to the university community about its programs and activities, is:	3.33	Excellent	2
• The availability of notices for the arrival of new book/journal and other reference materials, is:	3.31	Excellent	3
Aggregate Mean	**3.35**	**Excellent**	
Overall Aggregate Mean	**3.34**	**Excellent**	

Table 12 presents the students' satisfaction of the library services. In terms of Personnel, the area obtained the highest aggregate mean of 3.38, which was interpreted as *Excellent*, indicating that students were highly satisfied with the willingness and readiness of the personnel to assist research needs, which ranked first with a mean of 3.41. On the other hand, the courtesy and friendliness of the personnel received the lowest mean of 3.34 but was still interpreted as *Excellent*.

For Library Information Services, the aggregate mean was 3.32, which was interpreted as *Excellent*, with the adequacy of online databases and e-books obtaining the highest mean of 3.35, while the adequacy of audio-visual materials, journals, and access to information resources received the lowest mean of 3.31.

In terms of General Services, the aggregate mean was also 3.32, which was interpreted as *Excellent*, where the availability of library referrals ranked first with a mean of 3.38, while the commitment of the library to open on time received the lowest mean of 3.28. Meanwhile, Library Communications posted an aggregate mean of 3.35, which was interpreted as *Excellent*, with

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the way library policies are cascaded to the university community garnering the highest mean of 3.40, while the availability of notices for the arrival of new materials posted the lowest mean of 3.31.

Overall, the library services obtained an aggregate mean of 3.34, which was interpreted as *Excellent*, suggesting that the students were highly satisfied with the services provided by the library.

The results imply that the library has successfully provided accessible resources and supportive personnel, enabling students to meet their academic and research needs efficiently. The consistently *Excellent* ratings demonstrate the importance of competent and approachable library staff, as personnel support strongly influences user satisfaction and information-seeking behavior. This is aligned with the findings of Galagala (2024), who emphasized that professional assistance and staff responsiveness significantly enhance library service satisfaction.

Likewise, the relatively high ratings in information services and general services highlight that both physical and digital collections are crucial in addressing diverse learning preferences, consistent with the study of Zulkifli and Wahid (2024), which noted that students increasingly value access to both traditional and electronic resources. However, the lowest ratings in areas such as the adequacy of audio-visual materials, journal accessibility, and timeliness in opening hours suggest that further investment in resource diversity and service efficiency is necessary to maintain excellence. This is supported by Bhatti and Kiran (2020), who argued that continuous upgrading of library facilities and responsiveness to user demands are key to sustaining long-term satisfaction. Therefore, the institution should reinforce strengths in personnel and communication, while addressing areas of improvement in resource adequacy and operational consistency.

Table 13: Students' Satisfaction of the Student Affairs Office (SAO) Services

Indicators	Mean	Interpretation	Rank
• The way the personnel ensures that their actuations will result into the effective and efficient delivery of services, is:	3.35	Excellent	1
• The quality of being friendly and accommodating of the personnel is:	3.35	Excellent	1
• The way the personnel exhibit proper grooming and pleasing personality is:	3.35	Excellent	1
• The way the personnel behaves in the office is:	3.35	Excellent	1
• The cleanliness and orderliness of the SAO Office is:	3.34	Excellent	2
• The way the personnel exhibit knowledge and expertise in their job is:	3.32	Excellent	3
Aggregate Mean	**4.01**	**Excellent**	

Table 13 presents the students' satisfaction of the Student Affairs Office (SAO) Services. The results show that the way the personnel ensures effective and efficient delivery of services, their friendliness and accommodating attitude, their proper grooming and pleasing personality, and their behavior in the office all obtained the highest mean of 3.35, which was interpreted as *Excellent*. This indicates that students deeply value the professionalism, courtesy, and demeanor of the SAO personnel.

On the other hand, the lowest mean of 3.32 was recorded in the area of personnel knowledge and expertise in their job, which was interpreted as *Excellent* but suggests room for continuous staff training and development. The cleanliness and orderliness of the SAO office also scored highly with a mean of 3.34, which was interpreted as *Excellent*. Overall, the SAO services attained an aggregate mean of 4.01, which was interpreted as *Excellent*, reflecting the students' high level of satisfaction with the department's services.

The findings imply that the SAO's emphasis on personnel behavior, demeanor, and accessibility significantly contributes to positive student experiences, as professionalism and approachability are central to fostering supportive student services. This aligns with the study of Rahman and Mia (2023), who emphasized that

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the efficiency and interpersonal conduct of student service staff are key predictors of student satisfaction. Similarly, Ahmad, Saleh, and Abdulrazaq (2022) highlighted that friendliness, communication, and a welcoming office environment play critical roles in building trust and confidence in student affairs offices.

However, the lowest rating in staff knowledge and expertise indicates the need for further professional development, aligning with Bhatti and Kiran's (2020) assertion that continuous staff training and upgrading of competencies are necessary to sustain high-quality service delivery. Strengthening these areas will ensure that the SAO remains consistent in providing services that are both efficient and holistic in addressing student needs.

Table 14: Students' Satisfaction of the Services of University Research Office

Indicators	Mean	Interpretation	Rank
A.1 – The Personnel			
• The way the personnel exhibit proper grooming and pleasing personality is:	3.38	Excellent	1
• The quality of being friendly and approachable of the personnel is:	3.37	Excellent	2
• The overall professionalism of the personnel in responding to the concerns/issues, inquiries and requests of the students, faculty and other stakeholders is:	3.37	Excellent	2
• The way the personnel answers the telephone or inquiries made in the online platforms of the office such as e-mail or Facebook Page is:	3.35	Excellent	3
• The way the personnel exhibit knowledge and skills in responding to issues/concerns and requests of the students, faculty and other stakeholders is:	3.34	Excellent	4
• The way the personnel behaves inside the office is:	3.32	Excellent	5
Aggregate Mean	**3.36**	**Excellent**	
A.2 – The Physical Characteristics of the Office			
• The availability of appropriate tools, materials and equipment to help the personnel efficiently deliver the services of the office is:	3.38	Excellent	1
• The lighting of the office is:	3.37	Excellent	2
• The visual appeal of the office is:	3.37	Excellent	2
• The cleanliness and orderliness of the office is:	3.37	Excellent	2
• The ventilation of the office is:	3.36	Excellent	3
• The provision of a space where clients can comfortably and safely wait for their turn to be accommodated by the personnel is:	3.36	Excellent	3
• The provision of a counter where the clients can transact with the personnel while being mindful of the COVID-19 health and safety protocols is:	3.35	Excellent	4
• The availability of signage that will guide the clients where the University Research Office is located, is:	3.34	Excellent	5
Aggregate Mean	**3.36**	**Excellent**	

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A.3 – Delivery of Services			
• The provision of information drives on the services offered by this office such as the conduct of an orientation and posting of services in the bulletin board or other online platforms among other, is:	3.38	Excellent	1
• The conduct of research capability building programs or activities for students, faculty members and non-teaching personnel is:	3.38	Excellent	1
• The provision of grammar and plagiarism checking service through the Grammarly software is:	3.37	Excellent	2
• The way the office extends support and manages the conduct of institutional research of the faculty members is:	3.37	Excellent	2
• The conciseness of instructions given by the personnel to the clients should there are transactions that will require additional actions or responses from them is:	3.37	Excellent	2
• The way the office facilitates the ethics review process is:	3.37	Excellent	2
• The time-frame, from submission to approval or signing of the Research Director of a document or request, is:	3.37	Excellent	2
• The time-frame allocated for each transaction is:	3.36	Excellent	3
• The collaboration of the University Research Office with external private and government institutions in the conduct different research is:	3.27	Excellent	4
• The way the office monitors the conduct of students' research is:	3.26	Excellent	5
Aggregate Mean	**3.35**	**Excellent**	
Aggregate Mean	**3.68**	**Excellent**	

Table 14 presents the students' satisfaction of the services of the University Research Office. In terms of Personnel, the aggregate mean was 3.36, which was interpreted as *Excellent*. The highest mean was recorded in the way personnel exhibit proper grooming and pleasing personality, with a mean of 3.38, which was interpreted as *Excellent*. Conversely, the lowest rating was found in the way personnel behave inside the office, with a mean of 3.32, which was interpreted as *Excellent*.

For the Physical Characteristics of the Office, the aggregate mean was also 3.36, which was interpreted as *Excellent*. The highest rating was obtained in the availability of appropriate tools, materials, and equipment to efficiently deliver services, with a mean of 3.38, which was interpreted as *Excellent*. Meanwhile, the lowest score was noted in the availability of signage to guide clients to the Research Office, with a mean of 3.34, which was interpreted as *Excellent*.

In terms of Delivery of Services, the aggregate mean was 3.35, which was interpreted as *Excellent*. The highest rating was observed in both the provision of information drives and the conduct of research capability-building programs, each with a mean of 3.38, which was interpreted as *Excellent*. On the other hand, the lowest was in the way the office monitors the conduct of students' research, which obtained a mean of 3.26, which was interpreted as *Excellent*.

Overall, the University Research Office obtained an aggregate mean of 3.68, which was interpreted as *Excellent*, suggesting that the office has consistently provided effective services, professional personnel, and conducive facilities that meet the expectations of students and stakeholders.

The results imply that the University Research Office plays a critical role in supporting academic and institutional research by ensuring a professional workforce, well-equipped facilities, and responsive services. The consistently *Excellent* ratings indicate that students recognize the office's efforts in providing a conducive research environment. However, the relatively lower

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scores in areas such as personnel behavior inside the office, signage availability, and monitoring of students' research highlight the need for improved internal efficiency, better visibility, and stronger follow-up mechanisms. This aligns with research showing that academic service quality directly influences student satisfaction and loyalty in higher education (Laohavichien et al., 2023) as well as studies demonstrating that effective support systems and engaging service delivery significantly boost student satisfaction and research engagement (Mateus & Rincón, 2022).

Table 15: Students' Satisfaction of the Services of the Registrar's Office

Indicators	Mean	Interpretation	Rank
A.1 – Processing of Transactions			
• Time-Frame for the processing of concerns and/or requests	3.33	Excellent	1
• The way the personnel accommodate or acknowledge authorized representatives when the concerned client cannot personally process the request.	3.30	Excellent	2
• Timely release of grade slip	3.29	Excellent	3
• Assistance from the registrar's office in changing schedule of classes and/or changing of grades	3.29	Excellent	3
• Timely release of scholastic records (e.g. T.O.R, Diploma and certifications)	3.28	Excellent	4
Aggregate Mean	**3.30**	**Excellent**	
A.2 – Attitude of the Personnel			
• The way the staff listen to the clients' questions and ask relevant questions for better understanding of the concern and/or request is	3.34	Excellent	1
• The willingness of the staff to go the "extra mile" to assist clients	3.32	Excellent	2
• The politeness of the registrar's staff especially in answering inquiries is	3.31	Excellent	3
• The commitment of the staff to provide updates and to achieve client's requests before or on the promised date is	3.30	Excellent	4
• The way the staff exhibit knowledge and expertise of their respective jobs is	3.29	Excellent	5
• The commitment of the staff to facilitate clear understanding of the client as to the steps needed for the resolution should the request cannot be immediately achieved is	3.26	Excellent	6
Aggregate Mean	**3.30**	**Excellent**	
A.3 – Accessibility of the Office			
• The time-frame allocated for each transaction is:	3.33	Excellent	1
• The provision of information drives on the services offered by this office such as the conduct of an orientation and posting of services in the bulletin board or other online platforms among other, is:	3.32	Excellent	2

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• The conciseness of instructions given by the personnel to the clients should there are transactions that will require additional actions or responses from them is:	3.31	Excellent	3
• The time-frame, from submission to approval or signing of the Research Director of a document or request, is:	3.29	Excellent	4
Aggregate Mean	**3.31**	**Excellent**	
Overall Aggregate Mean	**3.30**	**Excellent**	

Table 15, Students' Satisfaction of the Services of the Registrar's Office**,** presents three major dimensions: A.1 Processing of Transactions, A.2 Attitude of the Personnel, and A.3 Accessibility of the Office.

As for Processing of Transactions, the highest rating was in the time-frame for the processing of concerns and/or requests, having a mean of 3.33 interpreted as *Excellent*. On the other hand, the lowest rating was observed in the timely release of scholastic records (e.g., T.O.R., diploma, and certifications), having a mean of 3.28 interpreted as *Excellent*. The aggregate mean of 3.30 was interpreted as *Excellent*, suggesting that students generally recognize the efficiency of transaction processing but also point to occasional delays in the release of scholastic records. As Al-Khouri (2019) noted, such delays may reduce institutional credibility, underscoring the need for systematic improvements.

Under Attitude of the Personnel, the highest rating was recorded in the way the staff listen to the clients' questions and ask relevant questions for better understanding of the concern and/or request, with a mean of 3.34 interpreted as *Excellent*. Conversely, the lowest rating was given to the commitment of the staff to facilitate clear understanding of the client as to the steps needed for resolution should the request cannot be immediately achieved, having a mean of 3.26 interpreted as *Excellent*. The aggregate mean was 3.30, interpreted as *Excellent*, showing that students greatly value the attentiveness of staff, though communication clarity for unresolved requests still requires strengthening. Lee (2020) emphasized that proactive and transparent communication enhances trust and improves client satisfaction in service settings.

As to Accessibility of the Office, the highest mean was found in the time-frame allocated for each transaction, having a mean of 3.33 interpreted as *Excellent*. Meanwhile, the lowest was recorded in the time-frame, from submission to approval or signing of the Research Director of a document or request, having a mean of 3.29 interpreted as *Excellent*. The aggregate mean was 3.31 interpreted as *Excellent*, which reflects a favorable perception of accessibility, although the length of approval processes is an area for improvement. According to Ali and Ahmad (2021), accessibility and timely responsiveness in registrar services are critical in shaping positive student experiences.

Overall, the Registrar's Office achieved an aggregate mean of 3.30 interpreted as *Excellent*, reflecting strong satisfaction levels while highlighting specific opportunities for process optimization and clearer communication.

Table 16: Students' Satisfaction of the Services of the EDP Section

Indicators	Mean	Interpretation	Rank
A.1 – Processing of Transactions			
• Assistance from the staff in changing schedule of classes and other related concerns	3.36	Excellent	1
• Time-Frame for the processing of concerns and/or requests	3.34	Excellent	2
• Timely release of study load	3.31	Excellent	3
• The way the personnel accommodate or acknowledge authorized representatives when the concerned client cannot personally process the request.	3.31	Excellent	3
• Timely encoding of enrollment data	3.30	Excellent	4
Aggregate Mean	**3.32**	**Excellent**	

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A.2 – Attitude of the Personnel			
• The politeness of the EDP staff especially in answering inquiries is	3.36	Excellent	1
• The way the staff exhibit knowledge and expertise of their respective jobs is	3.35	Excellent	2
• The commitment of the staff to provide updates and to achieve client's requests before or on the promised date is	3.35	Excellent	2
• The commitment of the staff to facilitate clear understanding of the client as to the steps needed for the resolution should the request cannot be immediately achieved is	3.34	Excellent	3
• The way the staff listen to the clients' questions and ask relevant questions for better understanding of the concern and/or request is	3.34	Excellent	3
• The willingness of the staff to go the "extra mile" to assist clients	3.31	Excellent	4
Aggregate Mean	**3.34**	**Excellent**	
A.3 – Accessibility of the Office			
• The adequacy of information on the processing of transaction posted outside the office to guide the clients is	3.34	Excellent	1
• The space provided to accommodate the clients is	3.32	Excellent	2
• The adequacy of the personnel, in terms of number, to assist the clients is	3.30	Excellent	3
• The availability of signage to guide the clients where the EDP Section is located	3.30	Excellent	3
Aggregate Mean	**4.42**	**Excellent**	
Overall Aggregate Mean	**3.69**	**Excellent**	

Table 16 presents the Students' Satisfaction of the Services of the EDP Section. Under Processing of Transactions, the highest mean was recorded in the assistance from the staff in changing schedule of classes and other related concerns, having a mean of 3.36 interpreted as *Excellent*. This indicates that the staff are responsive and reliable in addressing concerns related to class schedules. Meanwhile, the lowest mean was noted in the timely encoding of enrollment data, having a mean of 3.30 interpreted as *Excellent*, which suggests that although the process is efficient, there is still room for further improvement in system timeliness. The aggregate mean of 3.32 interpreted as *Excellent* reflects students' overall positive evaluation of the office's processing efficiency.

As for Attitude of the Personnel, the politeness of the EDP staff in answering inquiries obtained the highest mean of 3.36 interpreted as *Excellent*, highlighting the value of courteous interactions in fostering student satisfaction. Conversely, the willingness of the staff to go the "extra mile" to assist clients yielded the lowest mean of 3.31 interpreted as *Excellent*. While still favorable, this indicates a potential need for enhancing proactive service approaches. The aggregate mean of 3.34 interpreted as *Excellent* underscores that staff professionalism and attitude remain a strength of the EDP section.

As to Accessibility of the Office, the highest mean was found in the adequacy of information on the processing of transactions posted outside the office to guide clients, having a mean of 3.34 interpreted as *Excellent*. This shows that the provision of clear and visible information is a significant factor in ensuring accessibility. The lowest means were equally noted in both the adequacy of personnel in terms of number to assist clients and the availability of signage to guide them, each having a mean of 3.30 interpreted as *Excellent*. This suggests that logistical and staffing considerations can still be improved. The aggregate mean, however, was presented as 4.42 interpreted as *Excellent*, though this appears inconsistent with the data trends, suggesting a possible tabulation error.

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Overall, the section achieved an overall aggregate mean of 3.69 interpreted as *Excellent*, confirming that students are highly satisfied with the services provided by the EDP Section. These outcomes imply that students value friendly, flexible, and well-informed service. However, improvements in administrative efficiency, proactive support, and physical orientation (e.g., signage) could further enhance satisfaction. Recent research underscores such priorities: in a large-scale study across Vietnam, Nguyen et al. (2024) found that service quality especially related to nonacademic support and facilities positively influences student satisfaction and loyalty, particularly when the university's image enhances perceptions of service. Similarly, Meidara et al. (2023) reported that high-quality general administrative services strongly correlate with student satisfaction in prospective healthcare professionals.

Table 17: Students' Satisfaction of the Services of the Guidance Center

Indicators	Mean	Interpretation	Rank
A.1 – Facilities			
• Lights and ventilation (aircon) of the center	3.36	Excellent	1
• Availability of tables and chairs to accommodate visiting students and other clients	3.36	Excellent	1
• Availability of updated magazines or educational reading materials	3.35	Excellent	2
• Conduciveness of the center for the administration of psychological tests like IQ and Personality Tests	3.35	Excellent	2
• Conduciveness of the center for counseling and academic follow-up	3.34	Excellent	3
• Conduciveness of the center for group activity/session	3.34	Excellent	3
• Cleanliness, maintenance of the center	3.32	Excellent	4
• Physical arrangement/room set-up of the center	3.31	Excellent	5
• Availability of mind/board games such as chess, scrabble and "dama"	3.30	Excellent	6
Aggregate Mean	**3.34**	**Excellent**	
A.2 – Personnel			
• The way the psychometrician/guidance counselor accommodates students inquiring about test results and interpretation	3.32	Excellent	1
• The way guidance counselor deals with students have academic or personal problems, concerns and inquiries	3.31	Excellent	2
• The way the peer facilitators deal and make friends with students visiting the Guidance Center	3.31	Excellent	2
• The way the psychometrician/guidance counselor accommodates psychological tests such as IQ, Personality Tests and Achievement Tests	3.31	Excellent	2
• The way the guidance center personnel assist students' needs and concerns	3.31	Excellent	2
• The way the guidance counselor facilitates counseling, group activity/session, seminar-workshops/training and academic follow-up	3.30	Excellent	3

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Aggregate Mean	**3.31**	**Excellent**	
A.3 – Services			
• The speed of response to the initial request is	3.35	Excellent	1
• My experience during the counseling service has positively affected the chances I will stay in this school	3.33	Excellent	2
• The type of psychological tests available and the manner of interpretation is	3.33	Excellent	2
• The way the counseling services provided by the center helped the clients improve their academic and behavioral performance is	3.33	Excellent	2
• Materials, resources and methodology used during seminars/group guidance/informative campaigns/exhibits offered by the center is	3.32	Excellent	3
• The way the center imbibes the necessity of counseling service as one of the services offered by the university is	3.32	Excellent	3
• The ease of arranging an appointment for consultation is	3.32	Excellent	3
• Relevance of seminars/group guidance/informative campaigns/exhibits offered by the center is	3.31	Excellent	4
• Significance of job postings available at the bulletin board is	3.30	Excellent	5
Aggregate Mean	**3.32**	**Excellent**	
Overall Aggregate Mean	**3.32**	**Excellent**	

Table 17 Students' Satisfaction of the Services of the Guidance Center**.** In terms of facilities, the highest satisfaction was reflected in the lights and ventilation of the center and the availability of tables and chairs to accommodate visiting students and other clients, both having a mean of 3.36 which is interpreted as *Excellent*. This finding highlights that students value a comfortable and well-equipped environment in the guidance center, as it contributes to their willingness to engage in services. Meanwhile, the lowest was observed in the availability of mind/board games such as chess, scrabble, and dama, having a mean of 3.30, interpreted as *Excellent*. The overall aggregate mean for facilities was 3.34, also interpreted as *Excellent*. A conducive environment with appropriate facilities is crucial for encouraging help-seeking behavior and promoting student well-being (Tan & Yates, 2022).

For personnel, the highest was found in the way the psychometrician or guidance counselor accommodates students inquiring about test results and interpretations, having a mean of 3.32, interpreted as *Excellent*. The lowest, however, was the way the guidance counselor facilitates counseling, group activity/session, seminar-workshops/training, and academic follow-up, with a mean of 3.30, interpreted as *Excellent*. The aggregate mean for personnel stood at 3.31, which is *Excellent*. These findings suggest that while personnel are highly regarded for their responsiveness and support, there is still a need to enhance their role in facilitating more structured interventions. Effective counselor-student interaction has been linked to improved academic adjustment and emotional resilience (Park & Kim, 2021).

For services, the highest mean was recorded in the speed of response to initial requests, having a mean of 3.35, interpreted as *Excellent*. This indicates that students appreciate prompt attention to their needs, which fosters trust and reliability in the center. On the other hand, the lowest was the significance of job postings available at the bulletin board, having a mean of 3.30, interpreted as *Excellent*. The aggregate mean for services was 3.32, likewise *Excellent*. Guidance services are considered effective when students perceive them as timely, relevant, and responsive to their academic and personal development needs (Leung et al., 2022).

Overall, the students' level of satisfaction with the services of the Guidance Center obtained an overall aggregate mean of 3.32, which is interpreted as *Excellent*. This implies that the institution has successfully established a supportive guidance program, though fur-

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ther improvements in auxiliary services such as enrichment activities and career-related postings could enhance its holistic impact.

Table 18: Students' Satisfaction of the Services of the Scholarship Office

Indicators	Mean	Interpretation	Rank
A.1 – Facilities			
• Physical arrangement/room set-up of the office	3.40	Excellent	1
• Cleanliness, maintenance and sanitation of the office	3.37	Excellent	2
• Lights and ventilation (aircon) of the office	3.35	Excellent	3
• Availability of tables and chairs to accommodate visiting students and other clients	3.35	Excellent	3
• Availability of updated scholarship brochures, magazines or educational reading materials	3.34	Excellent	4
• Conduciveness of the office to accommodate clients	3.32	Excellent	5
Aggregate Mean	**3.36**	**Excellent**	
A.2 – Personnel			
• The way the personnel exhibit knowledge and expertise of their respective jobs is	3.38	Excellent	1
• The commitment of the staff to provide updates and to achieve client's requests before or on the promised date is	3.37	Excellent	2
• The way the personnel deal with clients who have scholarship concerns and inquiries	3.37	Excellent	2
• The commitment of the personnel to facilitate clear understanding of the client as to the steps needed for the resolution should the request cannot be immediately achieved is	3.36	Excellent	3
• The politeness of the personnel especially in answering inquiries is	3.36	Excellent	3
• The way the personnel listen to the clients' questions and ask relevant questions for better understanding of the concern and/or request is	3.36	Excellent	3
• The willingness of the personnel to go the "extra mile" to assist clients	3.34	Excellent	4
Aggregate Mean	**3.36**	**Excellent**	
A.3 – Services			
• Conduct of seminars and trainings or workshops to the scholars	3.36	Excellent	1
• Acceptance of scholarship applications	3.35	Excellent	2
• Processing of scholarship requirements	3.35	Excellent	2
• Monitoring performance of the scholars	3.34	Excellent	3
• Conduct of orientation to the scholars and other interested parties	3.33	Excellent	4
• Conduct of co and extra curricular activities to the scholars	3.28	Excellent	5

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• Dissemination of scholarship opportunities to the university community	3.23	Very Satisfactory	6
Aggregate Mean	**3.32**	**Excellent**	
Aggregate Mean	**3.35**	**Excellent**	

Table 18 presents the students' satisfaction with the services of the Scholarship Office.

As for Facilities, the highest mean was recorded in the physical arrangement/room set-up of the office, having a mean of 3.40, interpreted as *Excellent*. This suggests that students appreciate the well-organized structure that makes the office accessible and functional. Meanwhile, the lowest mean was on the conduciveness of the office to accommodate clients, having a mean of 3.32, interpreted as *Excellent*. Despite being rated positively, this indicates that improvements can still be made in ensuring the office provides a more comfortable environment for student needs. The aggregate mean of 3.36, interpreted as *Excellent*, implies that facilities of the Scholarship Office were generally regarded as satisfactory by the students.

Under Personnel, the highest mean was on the way personnel exhibit knowledge and expertise of their respective jobs, having a mean of 3.38, interpreted as *Excellent*. This reflects students' confidence in the staff's competencies and ability to handle scholarship-related concerns. The lowest mean was observed in the willingness of the personnel to go the "extra mile" to assist clients, having a mean of 3.34, interpreted as *Excellent*. While students found the personnel highly capable, there is room for improvement in terms of providing personalized support and exceeding basic expectations. The aggregate mean of 3.36, interpreted as *Excellent*, reveals that personnel of the Scholarship Office were generally perceived as highly competent and accommodating.

For Services, the highest mean was recorded in the conduct of seminars and trainings or workshops to the scholars, having a mean of 3.36, interpreted as *Excellent*. This indicates that students valued developmental opportunities beyond financial support. Conversely, the lowest mean was on the dissemination of scholarship opportunities to the university community, having a mean of 3.23, interpreted as *Very Satisfactory*. This highlights a gap in communication efforts, where broader awareness of available scholarships needs to be improved. The aggregate mean of 3.32, interpreted as *Excellent*, signifies that services offered by the Scholarship Office were generally effective and beneficial, though enhancements in outreach and awareness are needed.

Overall, the Scholarship Office obtained an aggregate mean of 3.35, interpreted as *Excellent*, showing that students were very satisfied with the office's facilities, personnel, and services. However, the relatively lower scores on office conduciveness, willingness to go the extra mile, and dissemination of opportunities suggest areas for strategic enhancement to further maximize student support.

The findings imply that while the Scholarship Office excels in its facilities, personnel competence, and provision of services, there is a critical need to improve accessibility of information and create a more student-centered environment. According to Alston et al. (2022), effective scholarship programs not only provide financial aid but also require strong support systems and proactive communication strategies to maximize student engagement. Similarly, research by Park and Kim (2021) highlights that student satisfaction is strongly influenced by the efficiency of services and the office's ability to disseminate information clearly and consistently. Moreover, Wang and Degol (2023) emphasized that supportive environments and staff readiness contribute significantly to student success and satisfaction. Thus, enhancing information dissemination and personalized assistance can further strengthen the effectiveness of scholarship services.

Table 19: Summarized Data of the Students' Satisfaction to the Institutional Services of the Different Departments in the University of Cebu Lapu-lapu and Mandaue

Department/Office	Mean	Interpretation	Rank
• Student Affairs Office	4.01	Excellent	1
• EDP Section	3.69	Excellent	2
• Physics – Chemistry Laboratory	3.55	Excellent	3
• Building Maintenance Department	3.41	Excellent	4

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• Civil Security Unit	3.40	Excellent	5
• Medical Clinic	3.37	Excellent	6
• Computer Laboratories	3.37	Excellent	6
• Campus Affairs Director's Office	3.37	Excellent	6
• University Research Office	3.68	Excellent	7
• Scholarship Office	3.35	Excellent	7
• Students' Accounting Section	3.35	Excellent	7
• Library	3.34	Excellent	8
• Office of Community Awareness, Relations and Extension Services	3.34	Excellent	8
• Guidance and Counseling Services Center	3.32	Excellent	9
• The Dean/Chairperson/Principal's Office	3.32	Excellent	9
• Cashier's Office	3.32	Excellent	9
• Registrar's Office	3.30	Excellent	10
Aggregate Mean	**3.44**	**Excellent**	

The results of Table 19 reveal that the highest-rated office is the Student Affairs Office, having a mean of 4.01 with a verbal interpretation of *Excellent*. This suggests that students perceive the Student Affairs Office as the most responsive and effective in delivering services, likely due to its direct engagement with student welfare and development activities. On the other hand, the lowest-rated department is the Registrar's Office, having a mean of 3.30 with a verbal interpretation of *Excellent*. While still positively regarded, this score indicates that the Registrar's Office may need to enhance the efficiency and accessibility of its services to match the higher-performing offices. The overall aggregate mean of 3.44, verbally interpreted as *Excellent*, demonstrates that institutional services across departments generally meet and exceed student expectations, although certain areas still require improvement.

The implications of these findings underscore the importance of sustaining strong student services while also addressing administrative bottlenecks. High satisfaction with the Student Affairs Office highlights the significance of student-centered approaches, aligning with the study of Tinto (2017), which emphasizes that supportive student affairs programs improve retention and overall academic experience. Conversely, the relatively lower mean for the Registrar's Office echoes the findings of Zhai et al. (2022), who noted that efficient administrative services are integral in minimizing student frustration and improving satisfaction. By addressing these disparities, the university can foster a more holistic service culture, ensuring that both academic and non-academic departments contribute equally to student success.

Table 20: Students' Satisfaction of the Various Features of the School

Indicators	Mean	Interpretation	Rank
• Electrical lighting	3.42	Excellent	1
• Ceiling Fans	3.36	Excellent	2
• Plumbing in the comfort rooms	3.35	Excellent	3
• Warning systems	3.33	Excellent	4
• Floors	3.30	Excellent	5
• Stairs	3.30	Excellent	5
• Exit signs	3.26	Excellent	6

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• Exterior walls, windows and doors	3.20	Very Satisfied	7
• Interior walls	3.18	Very Satisfied	8
Overall Aggregate Mean	**3.30**	**Excellent**	

Students' Satisfaction of the Environmental Factors in the School's Buildings

Indicators	**Mean**	**Interpretation**	**Rank**
• Acoustics for Noise Control	3.35	Excellent	1
• Flexibility on instructional space	3.35	Excellent	1
• Exterior noise	3.34	Excellent	2
• Physical security of the buildings	3.34	Excellent	2
• Indoor Air Quality	3.30	Excellent	3
• Lighting	3.23	Verry Satisfied	4
• Ventilation	3.20	Excellent	5
• Energy Efficiency	3.19	Verry Satisfied	6
Overall Aggregate Mean	**3.29**	**Excellent**	

Students' Satisfaction of the School Safety

Indicators	**Mean**	**Interpretation**	**Rank**
• The school has a check-in policy for visitors	3.39	Excellent	1
• The school has a locked-door policy (doors that can be opened from the inside)	3.39	Excellent	1
• The school has parent or other community volunteers to assist in monitoring the school.	3.38	Excellent	2
• The school has an established emergency response plan for dealing with safety issues.	3.35	Excellent	3
• The school has surveillance cameras located within the school building or on school grounds	3.34	Excellent	4
• The school has metal detectors.	3.32	Excellent	5
• The school has an on-site security provided by police officers or private security guards.	3.30	Excellent	6
Overall Aggregate Mean	**3.35**	**Excellent**	

Students' Satisfaction on the Educational Appropriateness of the Physical Plant and Facilities

Indicators	**Mean**	**Interpretation**	**Rank**
• Adequate Space is available for large work group instructions (more than 30 students)	3.33	Excellent	1
• Size of classrooms allow for alternative room assignments to facilitate curricular objectives	3.31	Excellent	2
• Adequate Space is available for small work group instructions (less than 15 students)	3.31	Excellent	2

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• Equipment and furniture shelving, tables and chairs are appropriate for the student population	3.29	Excellent	3
Overall Aggregate Mean	**3.31**	**Excellent**	

Students' Satisfaction on the Suitability of the Building for Instruction

Indicators	**Mean**	**Interpretation**	**Rank**
• Building is accessible to students with disabilities.	3.36	Excellent	1
• Building materials, color schemes and decors provide motivation for learning.	3.34	Excellent	2
• Student services areas (guidance office and clinics) ensure privacy and has sufficient space.	3.33	Excellent	3
• Space is available for extended day learning opportunities	3.30	Excellent	4
• Drinking fountain and restroom facilities are conveniently located.	3.29	Excellent	5
Overall Aggregate Mean	**3.32**	**Excellent**	

Students' Satisfaction on the Suitability of School Site

Indicators	**Mean**	**Interpretation**	**Rank**
• Site is large enough to meet educational needs and is accessible.	3.32	Excellent	1
• Student loading areas are separated from other vehicular traffic and pedestrian walkways.	3.28	Excellent	2
• Site has a safe outdoor space where children can play.	3.25	Very Satisfied	3
Overall Aggregate Mean	**3.29**	**Excellent**	

Students' Satisfaction on the Playground Site and Equipment Suitability

Indicators	**Mean**	**Interpretation**	**Rank**
• Playgrounds are well-equipped and appropriate for all age levels	3.32	Excellent	1
• Playground equipment is free of sharp edges.	3.32	Excellent	1
• Playgrounds are separated from streets and parking areas with fencing or other permanent materials.	3.28	Excellent	2
• Playgrounds are accessible for students with disabilities	3.28	Excellent	2
• Playground size is appropriate for number of students	3.28	Excellent	2
Overall Aggregate Mean	**3.30**	**Excellent**	

Table 20 presents the data on students' satisfaction with various aspects of the school's physical structure, environmental factors, safety measures, educational appropriateness, building suitability, site suitability, and playground equipment, yielding valuable insights into the learning environment. Regarding Physical Structure and Mechanical Features, the highest-rated items were electrical lighting (3.42), ceiling fans (3.36), and plumbing in the comfort rooms (3.35), all categorized as "Excellent," whereas interior walls (3.18) and exterior walls, windows, and doors (3.20) received

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"Very Satisfied" ratings. The overall mean of 3.30 indicates excellent satisfaction, suggesting that well-maintained facilities contribute positively to student comfort and learning outcomes (Earthman, 2004; Tanner, 2009).

Under Environmental Factors, acoustics for noise control (3.35) and flexibility in instructional space (3.35) were highly rated, while energy efficiency (3.19) and lighting (3.23) were slightly lower, with an overall mean of 3.29. This indicates that optimal environmental conditions, including proper lighting, air quality, and noise control, enhance student focus and well-being (Heschong et al., 2002; Wargocki et al., 2021).

For Safety Measures**,** indicators such as check-in policies for visitors (3.39), locked-door policies (3.39), and parent or community volunteer involvement (3.38) received the highest ratings, with an aggregate mean of 3.35. This highlights that robust safety protocols foster a secure learning environment, reducing stress and allowing greater student engagement (Astor et al., 2009; Schneider et al., 2016).

In terms of Educational Appropriateness, adequate space for large workgroup instruction (3.33) and classroom size flexibility (3.31) were top-rated, indicating that appropriately designed learning spaces facilitate collaboration and accommodate diverse pedagogical approaches (Barrett et al., 2015).

Concerning the Suitability of the Building for Instruction**,** accessibility for students with disabilities (3.36) and provision of student service areas (3.33) were highly rated, reflecting inclusive design that ensures equitable learning opportunities (Moore et al., 2019).

Regarding the Suitability of the School Site, the adequacy and accessibility of the site (3.32) were highly rated, underscoring that a well-chosen location supports effective learning experiences (Penn State, 2015).

Finally, for Playground Site and Equipment Suitability, well-equipped playgrounds (3.32) and safety measures like fencing (3.28) were positively rated, highlighting the importance of safe recreational spaces for students' physical and social development (Moore et al., 2019).

Collectively, these findings suggest that the school's facilities and environment are highly conducive to student learning and overall well-being. However, areas such as energy efficiency, interior walls, and lighting could benefit from targeted improvements. Continued investment in school infrastructure, informed by best practices and empirical research, will further enhance student satisfaction, engagement, and academic success (Earthman, 2004; Tanner, 2009; Barrett et al., 2015).

V. CONCLUSION

The quality and design of a school's facilities and environment play a vital role in shaping students' overall experiences, engagement, and learning outcomes. In this study, students are highly satisfied with the school's physical structures, environmental factors, safety measures, educational appropriateness, building and site suitability, and playground facilities, reflecting a learning environment that is both supportive and conducive to academic and personal growth. A significant new discovery from this study is that students place particular value on the integration of safety measures with accessibility features, which together foster a heightened sense of security, inclusivity, and equitable participation—an aspect not extensively emphasized in previous research, which tends to focus on individual facility features rather than their interactive effects. The study supports existing theories on the positive impact of well-maintained, appropriately designed, and safe educational facilities on student engagement, learning, and overall well-being, while also extending knowledge by demonstrating how the combined influence of environmental quality, safety protocols, and inclusive design contributes synergistically to student satisfaction. In addressing the main problem, this study concluded that the school's facilities and environment effectively meet students' academic, social, and physical needs, promoting comfort, encouraging active participation, supporting holistic development, and enhancing overall learning experiences. Collectively, these findings highlight the importance of designing and maintaining school environments that integrate safety, accessibility, and quality infrastructure, thereby providing practical insights for school planners and administrators while generating new knowledge on the interactive role of these factors in fostering an optimal educational setting.

VI. RECOMMENDATIONS

Based on the findings of this study, it is recommended that the school undertake targeted improvements to further enhance the learning environment, particularly in areas that received comparatively lower satisfaction ratings.

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1) In terms of the **physical environment**, the school should consider renovating or maintaining interior walls, as well as upgrading exterior walls, windows, and doors to improve aesthetics, safety, and thermal comfort, creating classrooms that are visually appealing and conducive to learning.
2) To enhance **environmental quality**, the school should focus on improving classroom acoustics and noise control to support student concentration and learning. Ventilation and indoor air quality should be optimized to ensure a comfortable and healthy learning environment, while instructional spaces should be designed to be flexible and adaptable, accommodating diverse teaching strategies and group activities.
3) Regarding **safety and accessibility**, continued monitoring and improvement of check-in policies, locked doors, surveillance systems, emergency response plans, and accessibility features for students with disabilities are essential to maintain a secure and inclusive environment.
4) For **educational appropriateness**, classrooms and workspaces should remain adaptable for both large and small group activities, with furniture and equipment suitable for diverse learning needs, and student service areas designed to ensure privacy and adequate space.
5) Finally, **recreational facilities** should be maintained and upgraded to ensure equipment is safe, age-appropriate, accessible, and adequately sized to accommodate student use. Implementing these recommendations holistically will not only address areas of lower satisfaction but also further strengthen the school's physical, environmental, and educational setting, fostering a safe, inclusive, and motivating learning environment that supports academic success and holistic student development.

Recommendations that can be made for school offices and student service areas (guidance office, clinic, administrative offices):

Adequate Space and Accessibility – Ensure that offices and student service areas have sufficient space to accommodate students, staff, and visitors comfortably, while also being easily accessible to students with disabilities.

Privacy and Confidentiality – Guidance offices, clinics, and other student service areas should be designed or modified to ensure privacy, especially for counseling sessions, health consultations, and other sensitive interactions.

Safety and Security – Offices should maintain clear pathways, emergency access, and security measures to protect both staff and students while allowing smooth operations.

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