

Students' Satisfaction and Perceived Efficiency of Dormitory Management in a Faith-Based Institution: A Quantitative Assessment

Wilhelm Bruce Salarda., Mark Franciz Ortega., Don Floreal Cabahug., Jan Clyde Bala., Prince Anthony Garcia., Jhon Kenneth Generalao., Micho Sulima., Janisson Kim Cardeinte., Marlon Tabaosares., Scott Lim Gahum

Mindanao Mission Academy

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.10200540>

Received: 26 February 2026; Accepted: 03 March 2026; Published: 19 March 2026

ABSTRACT

This study aimed to assess students' satisfaction and perceived institutional efficiency regarding dormitory management in a faith-based school. Using a descriptive correlational design, the research employed a census approach covering all dormitory residents and utilized a structured Likert-scale questionnaire. Descriptive statistics measured satisfaction and perception levels, while Pearson's correlation determined their relationship. The findings revealed that both satisfaction and perception were at a moderate or neutral level, with safety rated the highest and responsiveness the lowest. Results also showed a strong, statistically significant positive correlation ($r = 0.769$, $p < 0.001$) between students' satisfaction and perception, indicating that greater satisfaction associated with more favorable view of management efficiency. No significant differences were found when students were grouped by gender or grade level, suggesting uniformity in service quality and fairness of dormitory management. The study highlights the importance of responsiveness, professionalism, and fairness in sustaining positive student experiences and fostering trust in management. These findings provide valuable insights for faith-based institutions seeking to strengthen both administrative effectiveness and the spiritual-moral growth of dormitory residents.

Key Words: Dormitory management, student satisfaction, institutional efficiency, faith-based education, residential perception

INTRODUCTION

Background of the Study

The quality of dormitory management has a strong impact on students' academic success, personal growth, and overall well-being while living in school housing. Batara and Orpia (2022) explained that good housing services increase student satisfaction, which in turn helps students become more engaged academically. Similarly, Gong and Söderberg (2023) showed that students who are happy with their dormitory experience tend to perform better in their studies and have a more positive view of campus life.

Research conducted in Sweden demonstrates that students evaluate residential satisfaction based on the presence of clean kitchens, functional bathrooms, and accessible transportation (Springer, 2023). Meanwhile, studies in Indonesia emphasize that satisfaction depends heavily on room conditions, sanitation, utility access, and the efficiency of dormitory management operations (Sihotang et al., 2025). Furthermore, in faith-based schools, dormitory management goes beyond physical and operational concerns by offering spiritual guidance, religious activities, and fostering community bonds (Mahendri et al., 2024). A study by Tan and Wong (2024) also found that the climate in church-based schools influences students' moral identity and their sense of hope for the future, highlighting the unique dimension of faith-based dormitory management.

Studies conducted in the Philippines highlight that dormitory management plays a crucial role in shaping students' satisfaction and academic engagement. PSPP Journals (2022) revealed that basic amenities such as safety, internet access, and good infrastructure contribute significantly to students' academic success and

overall happiness. Likewise, JELE (2023) emphasized that dormitory services, security, and institutional responsiveness are vital factors that determine

At the local level, dormitory management in faith-based institutions in Mindanao extends beyond providing accommodation—it also nurtures students’ spiritual and moral growth. This aligns with Mahendri et al. (2024), who noted that faith-based dormitories serve as communities that strengthen students’ spiritual life through religious activities and shared values. In such contexts, measuring both satisfaction and perceived efficiency becomes essential, as these dormitories aim to support holistic development encompassing academic, moral, and spiritual aspects.

Previous studies, such as that of Arslan et al. (2024), have examined dormitory residents’ satisfaction and management practices, focusing on service dimensions like cleanliness, safety, and communication. However, these studies were conducted among students in non-faith-based or secular institutions, overlooking populations enrolled in faith-based schools. This creates a population gap, as students in faith-based dormitories may experience satisfaction and management efficiency differently due to the inclusion of spiritual activities and moral guidance in their daily routines.

Collectively, previous studies highlight that student satisfaction with dormitory life depends largely on physical facilities and management responsiveness. Thus, often fail to represent the distinct population of faith-based dormitory students, whose experiences are shaped by both institutional services and spiritual development. Addressing this population gap, the present study seeks to determine how satisfaction and perception of institutional efficiency interact within a faith-based dormitory school.

Research Questions

1. What is the level of students’ satisfaction with dormitory management in a faith-based institution?
2. What is the level of students’ perceived institutional efficiency of dormitory management in a faith-based institution?
3. Is there a significant relationship between students’ satisfaction and their perceived institutional efficiency of dormitory management?
4. Is there a significant difference in students’ satisfaction and perceived institutional efficiency when grouped according to gender and year level?

Research Hypothesis

H₀: There is no significant relationship between student satisfaction and perceived institutional efficiency in dormitory management in a faith-based school.

LITERATURE REVIEW

The management of dormitories plays a crucial role in shaping students’ academic outcomes, satisfaction, and overall well-being. Two theoretical perspectives provide the foundation for analyzing these dynamics. The SERVQUAL model introduced by Parasuraman, Zeithaml, and Berry (1985) evaluates service quality across five dimensions—tangibles, reliability, responsiveness, assurance, and empathy—making it particularly suited for assessing residential life services. Social Exchange Theory by Homans (1958) complements this framework by explaining how individuals evaluate relationships based on fairness, reciprocity, and trust. Taken together, these frameworks allow for the assessment of both the structural and relational aspects of dormitory management, which are especially important in faith-based contexts where institutional roles extend beyond service provision to include spiritual and community development.

Studies anchored on service quality have consistently emphasized the importance of physical facilities, cleanliness, and management responsiveness in influencing student satisfaction. Gong and Söderberg (2023) found that poor conditions in kitchens and bathrooms lowered satisfaction in Swedish student housing, while Gunawan et al. (2023) reported that Indonesian students rated cleanliness, amenities, and staff responsiveness as strong predictors of satisfaction. In the Philippines, Brillantes et al. (2015) highlighted that sanitation,

facilities, and maintenance conditions were decisive in boarding house satisfaction, while Batara and Orpia (2022) noted that management responsiveness during the new normal strongly influenced student housing experiences. Similarly, Sihotang et al. (2025) demonstrated that facilities and infrastructure remain central to student satisfaction, and Syakbani and Rahmiati (2025) applied the Kano model to show that some service features are basic expectations while others act as differentiators of satisfaction. Together, these studies underscore the continuing relevance of SERVQUAL's tangibles, reliability, and responsiveness in assessing student housing quality.

Beyond physical and operational services, the literature highlights the importance of relational and governance factors that reflect Social Exchange Theory. De Leon and Velasco (2017) emphasized that institutional policies, safety measures, and rule enforcement significantly shape perceptions of dormitory management in the Philippines. Sumangil and Andal (2022) further demonstrated that perceptions of fairness and reciprocity in rule enforcement foster trust and satisfaction among dormitory students. These findings affirm that satisfaction is not only a product of facilities but also of the quality of institutional relationships and communication, validating the importance of including governance and fairness in efficiency assessments.

While much of the research has been conducted in secular or non-religious contexts, faith-based dormitories present additional layers of expectation. Mahendri, Astuti, and Arifin (2024) showed that in Islamic boarding schools, service quality enhances satisfaction when it aligns with perceived value, reflecting the integration of religious expectations. Riski (2025) emphasized the role of character education in dormitories, underscoring that these spaces function not only as residences but also as venues for moral and spiritual formation. Relatedly, civic education research (Taylor & Francis, 2025) demonstrated that school programs shape values and identity, which suggests that religious and character programs in dormitories may influence students' perceptions of institutional efficiency. Regional publications, such as the ISSR (Universidad de Zamboanga, 2025) and the work of Gumela and Tayaban (2025), further affirm that institutional engagement and community programs contribute to student development, paralleling the mission of faith-based schools. Although spiritual engagement and religious climate perception were not measured as separate variables in this study, the faith-based institutional dimension is theoretically embedded within students' evaluations of professionalism, fairness, safety, and rule implementation. These operational dimensions function within a value-oriented religious governance framework that shapes student expectations and institutional accountability. By situating satisfaction and perceived efficiency within this faith-based context, the study extends conventional service quality models into a religiously informed institutional setting.

Emerging perspectives also highlight the growing relevance of sustainability in dormitory satisfaction. Abucay (2025) found that students valued green building features such as energy efficiency and comfort, linking sustainable facilities to positive residential perceptions. Although not faith-based, these findings expand the SERVQUAL dimension of tangibles by showing that environmental sustainability can influence satisfaction.

In the present study, the faith-based institutional dimension is reflected in students' evaluations of fairness, professionalism, safety, and rule implementation, which operate within a value-oriented religious governance structure. Although spiritual engagement and religious climate perception were not measured as separate constructs, these elements form part of the broader institutional environment shaping students' satisfaction and perceived efficiency. This integration strengthens the theoretical positioning of the study within a faith-based educational context.

A review of the literature indicates that both service quality and relational fairness consistently emerge as major determinants of student satisfaction. Despite this, notable research gaps remain. Many existing studies, including those by Arslan et al. (2024) and Gong and Söderberg (2023), center on secular dormitory contexts and overlook the distinct spiritual and communal dimensions present in faith-based settings. Meanwhile, studies focusing on religious institutions, such as those by Mahendri et al. (2024) and Riski (2025), offer meaningful perspectives yet remain largely descriptive and limited in scope. Only a few have employed quantitative correlational approaches to explore the relationship between student satisfaction and perceived institutional efficiency within faith-based dormitories. To address this gap, the present study utilizes the SERVQUAL model and Social Exchange Theory to quantitatively examine how service quality and relational dynamics shape both satisfaction and perceptions of institutional efficiency in a faith-based school context.

Students' Satisfaction with Dormitory Management

This variable focuses on how happy and contented the students are with their dormitory experience and how well the dorm management meets their needs. It reflects whether students' expectations are fulfilled while living in the dorm. Factors such as the professionalism of the dorm staff, the speed of response to problems, and the availability of basic needs like water and electricity play an important role in shaping satisfaction. The attentiveness of dormitory deans, the safety within the dorm, and the fair enforcement of rules also contribute to how students feel about their stay. When these aspects are handled properly, students tend to feel comfortable, cared for, and confident in the management. However, if services are poor or concerns are ignored, satisfaction decreases, leading students to feel undervalued and frustrated with their living conditions.

According to Batara and Orpia (2022), student satisfaction in dormitories is closely related to how the management maintains cleanliness, provides essential services, and ensures safety. They emphasized that satisfaction grows when students experience fairness, discipline, and comfort in their living environment. Likewise, Sihotang et al. (2025) found that satisfaction is influenced by how quickly and effectively management responds to maintenance problems and addresses student concerns. When the dormitory staff are attentive and professional, students feel more valued and satisfied. These studies support the idea that student satisfaction depends on the quality of management services and how well they meet students' everyday needs.

Students' Perceived Institutional Efficiency of Dormitory Management

This variable talks about how students see or think about the dormitory management's performance and effectiveness. It shows if students believe that the dorm is being managed properly and that the staff are doing their jobs well. It involves how professional and consistent the deans are, how quickly problems are solved, how well the services meet student needs, how organized dorm activities are, how safe the place feels, and how fair the rules are applied. When students see that the management is doing these things properly, they tend to view the dormitory as efficient and well-managed. But if they notice delays, unfairness, or lack of order, they might see the management as less effective.

Hou et al. (2020) supported this idea through their gap theory-based post-occupancy evaluation, which found that both building performance and service quality strongly affect students' perceptions of dormitory efficiency. When dormitories are well-maintained, organized, and responsive to student needs, residents tend to view the management as capable and dependable. Similarly, Beder et al. (2023) explained that the physical and social environment, such as room size, layout, and distance to communal areas, influences students' overall perception of management. A well-planned and comfortable living space helps students see the institution as effective and caring, while overcrowded or poorly managed spaces lower their perception of efficiency. These findings show that students' views of management are shaped not only by policies and staff performance but also by their day-to-day living experience.

Relationship Between Students' Satisfaction and Perceived Institutional Efficiency

This part focuses on how the two variables are connected. When students are satisfied with the dormitory services and how the management handles things, they are more likely to see the institution as effective and well-run. In simple terms, the happier the students are, the better they view the dormitory management. This means that improving the dorm's services, responding faster to problems, and being consistent and fair can make students trust and respect the management more.

The strong relationship between satisfaction and perception is supported by several studies. Hou et al. (2020) found that students' satisfaction with dormitory performance greatly influences their perception of management effectiveness. Similarly, Batara and Orpia (2022) discovered that satisfaction with housing services leads to more positive perceptions of dormitory plans and operations. These studies confirm that when students' expectations are met, their satisfaction increases, which in turn raises their perception of how well the management performs. The current research also supports this connection, showing that improving satisfaction through better service quality and responsiveness can directly enhance how students perceive the dormitory's overall management efficiency.

MATERIALS & METHODS

Sampling Methods

The participants of the study were all residents of the faith-based learning school dormitory, composed of high school students enrolled during the School Year 2025–2026. Since the study aimed to gather data from the entire dormitory population, a census approach was employed rather than a sampling technique. Conducting a census allowed for a complete and accurate representation of the respondents, providing a comprehensive “snapshot” of the institutional population. This method ensured that no student was overlooked, allowing for more precise understanding of dormitory needs in terms of housing, education, and overall well-being—thereby supporting effective planning, resource allocation, and policy development.

Before data collection, a formal letter requesting permission to conduct the survey was prepared and submitted to the Office of Student Affairs for approval. After securing their endorsement, the letter was presented to both the Ladies’ Hall and Gentlemen’s Hall deans. The data collection was scheduled after the evening worship, specifically from 7:30 to 8:30 p.m., to ensure the availability of all dorm residents. Prior to distributing the questionnaires, the researchers gave a brief introduction about the study, its purpose, and significance. Informed consent was then sought from the participants, allowing them to voluntarily decide whether to proceed with the survey. After obtaining their consent, the questionnaires were distributed to the respondents. The researchers waited until all participants had completed their responses and then collected the accomplished questionnaires for data processing.

Data Collection

In order to answer the Research Questions posted in this study, a survey instrument was developed by the researcher. In the writing of the items in the survey questionnaire, previous studies were first reviewed in order to determine the framework from where the items will be based as well as the categorization of the survey items. The survey instrument consisted of 18 close-ended (6 questions per statement of the problem), 5-point Likert-scale items. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997). Likert-type was chosen to be the response format for this study because these ordinal scales measure levels of agreement/disagreement which will then determine the level of residential satisfaction among the participants. In order to gather the needed data for this research, the survey method was applied wherein participants were asked to answer a survey questionnaire. The researcher would visit the dormitory students during their vacant time and personally distribute the survey questionnaire to the residents. The purpose of conducting the survey was explained to the participants and that they were informed that the research intended to gain their thoughts and opinions about the dormitory services/experiences so that results and recommendations can be forwarded to the concerned units/offices in the administration. The rights of the participants were stated and enumerated in the study. It explained that they can withdraw at any time without any disadvantage. The results are confidential, however, in the event of presenting or publication of the said research, it was reiterated that no personally identifiable information will be shared.

Variable Measurement

In this study, students’ satisfaction and their perception of dormitory management were measured using a Likert scale. Students were asked to rate their agreement with different statements about the dormitory. They chose from options like "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree," which were given number values from 1 to 5. These numbers helped the researchers see the overall levels of satisfaction and perception. The researchers used a measure known as Cronbach's Alpha to ensure that the questions were trustworthy and straightforward. This test determines whether the questions measure the intended outcomes and are consistent. The questions are considered reliable if the outcome is 0.70 or above. By using this technique, the researchers ensured that they could rely on the responses and conduct a thorough analysis of the data to determine how students felt about the administration of the dormitory.

Table 1 5-point Likert scale Interpretation Table

Scale	Range	Satisfaction	Efficiency
5	4.21 - 5.00	Very Effective	Very High Efficiency
4	3.41 - 4.20	Effective	High Efficiency
3	2.61 - 3.40	Moderately Effective	Moderate Efficiency
2	1.81 - 2.60	Less Effective	Low Efficiency
1	1.00 - 1.80	Not Effective	Very Low Efficiency

The chart above illustrates the method for interpreting responses using a 5-point Likert scale. Each step is defined by a specific range and a clear designation. This facilitates understanding the degree of agreement or disagreement, as well as the intensity of respondents' feelings. Responses are categorized from "Very Effective" to "Not Effective". This provides an effective means of analyzing survey data. It ensures that we obtain clear and consistently meaningful information from forms and research instruments.

Table 2 Cronbach's Alpha α Reliability Scale Range

Cronbach's Alpha	Interpretation
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Cronbach's Alpha is a measure used to assess the reliability or internal consistency of a set of scale or test items. It quantifies the degree of correlation between items, indicating how well they measure the same underlying concept. The Cronbach's Alpha coefficient ranges from 0 to 1, where higher values represent greater internal consistency among the items. The interpretation of Cronbach's Alpha is typically categorized into ranges: values equal to or greater than 0.9 indicate excellent reliability; values from 0.8 to less than 0.9 are good; from 0.7 to less than 0.8 are acceptable; from 0.6 to less than 0.7 are questionable; from 0.5 to less than 0.6 are poor; and values below 0.5 are considered unacceptable. These categories help researchers determine whether a measurement scale is sufficiently reliable for their purposes. Understanding these thresholds ensures that data collected from research instruments is consistent and dependable, supporting meaningful analysis and valid conclusions. This scale of reliability assessment provides a clear and standardized way to judge the quality of survey instruments and scales commonly used in educational and social science research.

Table 3 Cronbach's a Reliability Test Results

Variables	Cronbach's a	Interpretation
Students' Satisfaction	$\alpha = 0.783$	Acceptable

Student's Perception	$\alpha = 0.819$	Good
Correlation of Satisfaction & Perception	$\alpha = 0.835$	Good

A pilot survey was conducted with 30 students to pre-test the questionnaire. The aim was firstly to check whether there was any ambiguous expression, and secondly to ensure the font size, layout and length of the questionnaire were reasonable. A few questions were modified according to the feedback from the pilot survey. The numbers given show the reliability of three different measurements using Cronbach's alpha. This number tells us how well a group of questions work together to measure the same idea. For Students' Satisfaction, the value is 0.783, which means the questions are fairly consistent and reliable. For Students' Perception, the value is 0.819, showing the questions are even more reliable. Finally, the connection between Satisfaction and Perception has a value of 0.835, which also shows good reliability. Overall, these values mean the questions used in each area measure the ideas well and give trustworthy results. Usually, values above 0.7 are considered good, so these numbers show the measurements are solid and can be trusted.

Data Analysis

The data collected for this study were analyzed using descriptive and correlational statistical methods aligned with the research objectives and questions. Descriptive statistics such as mean and standard deviation were used to determine the levels of students' satisfaction and perception of dormitory management. To examine the relationship between these two variables, Pearson's correlation coefficient was computed, providing insights into the strength and direction of the association. Although the present study focuses on correlational analysis, future research may employ regression techniques to further examine predictive relationships between satisfaction and perceived institutional efficiency. This concise analytical approach enabled an effective understanding of both the individual and relational characteristics of the study variables. Pri

The questionnaire survey was employed to quantify the students' satisfaction and perception level. The questionnaire included 12 questions altogether: 6 questions on satisfaction and 6 on perception. The questionnaire was developed using three established instruments as main references: the Customer Satisfaction Questionnaire (Captec, 2012), the Student Satisfaction Survey, and the Survey Questionnaire About the Hostel. These tools guided the creation of an instrument suited for assessing students' satisfaction and perception of dormitory management in a faith-based school. The combination of these references ensured that the questionnaire covered important areas such as professionalism, responsiveness, fairness, safety, availability of basic needs, and rule implementation, which are key factors that reflect how students evaluate dormitory management. It used a five-point Likert scale, where 1 means Strongly Disagree and 5 means Strongly Agree, allowing respondents to rate their level of satisfaction or agreement. The questionnaire had three main parts: the first focused on students' satisfaction with the dormitory management, the second on their perception towards the dormitory management, and the third examined how these two variables are correlated with each other. Scores for satisfaction and perception were averaged to get an overall result for each respondent. Prior to conducting inferential statistical tests, assumptions for parametric analysis were considered. Pearson correlation assumes linearity, normal distribution of variables, and homoscedasticity. The independent samples t-test and one-way ANOVA assume normality within groups and homogeneity of variances. Preliminary data screening indicated no substantial violations of these assumptions, supporting the appropriateness of the selected statistical procedures. Given the cross-sectional and correlational design of the study, findings are interpreted in terms of association rather than causation.

RESULTS & DISCUSSIONS

The purpose of this section is to present the findings of the study regarding the Satisfaction and Perceived Institutional Efficiency to Dormitory Management in a Faith-based School. Both descriptive and correlational statistics were employed to analyze the data collected from the survey instruments.

The level of students’ satisfaction with dormitory management

Table 4 Level of students' satisfaction

Satisfaction Level	Mean	SD	Verbal Interpretation
1. I am satisfied with the professionalism of the dormitory management toward us.	3.14	0.95	Moderate Satisfaction
2. I am satisfied with the quickness in response to the dormitory problems (e.g, broken door, cleanliness, etc.)	2.87	1.03	Moderate Satisfaction
3. I am satisfied with the availability of basic needs (e.g., water, electricity) in the dormitory.	3.17	1.04	Moderate Satisfaction
4. I am satisfied with the attentiveness of the dormitory dean/assistant deans.	3.1	0.95	Moderate Satisfaction
5. I am satisfied with the safety in the dormitory.	3.41	1.11	Satisfied
6. I am satisfied with the implementation of the rules in the dormitory.	3.17	1.08	Moderate Satisfaction
Grand Mean	3.14	1.04	Moderate Satisfaction

The findings in Table 4 reveal that students’ satisfaction with dormitory management generally reflects moderate satisfaction (overall $M = 3.14$, $SD = 1.04$). This indicates that most students experience a balanced mix of positive and negative encounters with management. Among the indicators, the highest level of satisfaction was observed in dormitory safety ($M = 3.41$, $SD = 1.11$). This suggests that students feel reasonably secure, possibly due to regulated entry, security measures, or monitoring systems that enhance protection. Meanwhile, satisfaction with the implementation of rules ($M = 3.17$, $SD = 1.08$) also reflects moderate satisfaction, indicating that while some students appreciate the order and discipline these rules provide, others may perceive them as overly strict or inconsistently applied. Similarly, the availability of basic needs such as water and electricity ($M = 3.17$, $SD = 1.04$) yielded moderate satisfaction, implying that although these essentials are generally accessible, occasional lapses in reliability may occur.

Perceptions of management’s professionalism ($M = 3.14$, $SD = 0.95$) and the attentiveness of dormitory deans or assistant deans ($M = 3.10$, $SD = 0.95$) likewise reflected moderate satisfaction, suggesting that while some students commend the staff’s professional and responsive conduct, others have experienced inconsistencies that affect their confidence in management. The lowest rating was observed in the promptness of management’s response to dormitory problems ($M = 2.87$, $SD = 1.03$), denoting moderate but lower satisfaction. This suggests that although certain issues are resolved promptly, delays or uneven handling of concerns have led some students to question the efficiency of dormitory management.

These outcomes are supported by literature emphasizing key dormitory management functions such as planning, organizing, implementation, and supervision as fundamental to student satisfaction (Dormitory Education from the Aspect of Effective Dormitory Management, 2024). According to this research, effective dormitory management requires detailed assignment of responsibilities and consistent oversight, which can explain the neutral satisfaction scores when these functions are not optimally performed. Additionally, Batara and Orpia (2022) and Sumangil and Andal (2022) stress that student trust and satisfaction depend heavily on fairness in rule enforcement and responsive administration. Previous studies also underline the importance of safety and reliable basic services as core determinants of residential satisfaction (Sihotang et al., 2025). Hence, these findings and the related literature collectively suggest that strengthening dormitory management

practices, especially in responsiveness and consistency, would likely enhance overall student and dormitory experience.

The level of Perceived Institutional Efficiency

Table 5 Level of student

Perception Level	Mean	SD	Remarks
1. I see professionalism with the dormitory deans, especially in addressing problems.	3.23	0.97	Moderate Perception
2. I see quickness in response to the dormitory's common problems.	3.06	1.07	Moderate Perception
3. I believe that the dormitory provides services that meet students' needs and expectations.	3.24	1.05	Moderate Perception
4. I perceive that the dormitory management follow a consistent and timely schedule in managing student activities.	3.28	1.03	Moderate Perception
5. I feel safe when I am staying in the dormitory.	3.58	1.1	Favorable Perception
6. I see consistency in implementing the rules in the dormitory.	3.36	1.06	Moderate Perception
Grand Mean	3.29	1.06	Moderate Perception

The results in Table 5 show that students' perception of dormitory management generally reflects a moderately favorable perception (overall $M = 3.29$, $SD = 1.06$). This indicates that, on average, students hold balanced views, combining both positive and negative impressions of dormitory management. Among the items, the most favorably perceived aspect was dormitory safety ($M = 3.58$, $SD = 1.10$), suggesting that students view the dormitory as secure, possibly due to safety measures such as regulated entry and monitoring systems. Consistency in implementing rules ($M = 3.36$, $SD = 1.06$) and management's timely scheduling of activities ($M = 3.28$, $SD = 1.03$) both reflected moderately favorable perceptions, implying that while students recognize the sense of structure and order, some may perceive inconsistencies in how rules and schedules are applied. Students also reported moderately favorable perceptions regarding the professionalism of dormitory deans ($M = 3.23$, $SD = 0.97$) and the responsiveness to common problems ($M = 3.06$, $SD = 1.07$). This suggests that although professionalism and responsiveness are often observed, occasional lapses or delays may affect students' overall perception of management reliability. Similarly, the provision of services to meet students' needs ($M = 3.24$, $SD = 1.05$) indicated a moderate perceived level, implying that while basic needs are adequately provided, there remain areas where management performance is viewed as less consistent or below expectations.

The findings in Table 5, which indicate that students have neutral perceptions of dormitory management, are supported by several previous studies. Beder et al. (2023) noted that the physical setup of dormitories, including room size, layout, and distance from shared areas, affects how students feel about privacy and comfort. When living spaces are crowded or located near busy communal areas, students may experience discomfort, leading to lower satisfaction and more neutral views of management. Similarly, Hou et al. (2020) found that both the building's physical condition and the quality of services provided influence how students perceive management performance. In cases where facilities are inconsistent or maintenance is delayed, students often have uncertain or mixed opinions about management efficiency. Moreover, Gunawan et al. (2023) emphasized that cleanliness, proper maintenance, and staff responsiveness play important roles in shaping student satisfaction and perception. When these factors are not properly managed, students tend to

develop neutral or average impressions of dormitory administration. Altogether, these studies suggest that neutral perceptions come from a mix of positive and negative experiences in the dormitory’s environment and the quality of services provided.

Significant relationship between students’ satisfaction and their perception of dormitory management

Table 6

Variable	Students’ Satisfaction		Interpretation
Students’ Perception	Pearson’s r	0.769	
	df	181	Significant
	p-value	< 0.001	
<i>Sig. at p-value < 0.05</i>			

The analysis revealed a strong positive correlation between students’ satisfaction and perceived dormitory management efficiency ($r = 0.769, p < 0.001$). This indicates a statistically significant and substantial association between the two variables. Students who reported higher levels of satisfaction also tended to report more favorable perceptions of institutional efficiency. Given the correlational and cross-sectional design, the findings reflect association rather than causal direction.

The magnitude of the correlation suggests that satisfaction and perception are closely aligned constructs within the dormitory context. This alignment is consistent with the theoretical foundations of SERVQUAL and Social Exchange Theory, which posit that positive service experiences and perceptions of fairness reinforce favorable institutional evaluations. In practical terms, when students perceive consistency, safety, and responsiveness in dormitory operations, these experiences are reflected in both their satisfaction ratings and their broader assessment of institutional efficiency.

The result aligns with Hou et al. (2020), who found that post-occupancy satisfaction is strongly related to evaluations of management performance, and Batara and Orpia (2022), who reported that housing service satisfaction corresponds with positive perceptions of institutional operations. The present findings extend this evidence to a faith-based secondary school context, demonstrating that service-related evaluations and institutional perceptions remain strongly associated even within a value-oriented governance environment.

Difference in Satisfaction According to Gender

Table 7

Variables	Group	Mean	SD	Statistic	df	P	Interpretation
Student's Satisfaction towards dormitory management	Male	3.18	0.78	0.587	179	0.558	Not Significant
	Female	3.11	0.75				

Table 7 presents the difference in students’ satisfaction towards dormitory management when grouped according to gender. The results show that male students obtained a slightly higher mean score ($M = 3.18, SD = 0.78$) than female students ($M = 3.11, SD = 0.75$). Despite this minor difference, the computed t -value of 0.587 and the corresponding p -value of 0.558 reveal that the difference is not statistically significant, as the p -value exceeds the 0.05 level of significance.

Several recent studies have examined whether gender influences students’ satisfaction with dormitory management, and most have found that the difference is statistically insignificant. A study by Arslan and

Yilmaz (2023) revealed that both male and female students showed comparable satisfaction levels toward dormitory facilities, emphasizing that gender does not play a major role in how students perceive housing services. Similarly, Phan et al. (2023) found that service quality, cleanliness, and staff responsiveness were stronger predictors of satisfaction than demographic variables such as gender, suggesting that dormitory management practices are generally perceived as fair across both groups. Furthermore, Chen and Rivera (2024) concluded that institutional efficiency and management consistency, rather than gender, significantly affect student satisfaction in on-campus dormitories. In support of these findings, Williams (2021) also reported that while male and female students may differ in minor expectations, their overall perception of dormitory life quality remains statistically similar. Collectively, these studies reinforce that gender does not significantly affect dormitory satisfaction, aligning with the present study’s finding that both male and female students hold nearly the same level of satisfaction toward dormitory management.

Difference in Perceived Institutional efficiency according to Gender

Table 8

Variables	Group	Mean	SD	Statistic	df	P	Interpretation
Student's Perception towards dormitory management	Male	3.28	0.84	-0.271	179	0.786	Not Significant
	Female	3.31	0.78				

Table 8 shows that there is no significant difference in the *perceived institutional efficiency* of dormitory management between male and female students, as indicated by the p-value of 0.786, which is far above the 0.05 significance threshold. Although females (M = 3.31, SD = 0.78) reported a slightly higher mean perception than males (M = 3.28, SD = 0.84), this difference is statistically insignificant. This means that gender does not influence how students perceive the dormitory’s management efficiency. Both male and female students generally share similar views on how well dormitory services are managed, implying that institutional efficiency is perceived as equitable and consistent regardless of gender.

Several recent studies support the finding that gender does not significantly influence students’ perception of dormitory management or institutional efficiency. Radder and Han (2018) emphasized that students’ evaluations of on-campus housing services are shaped more by management reliability, facility maintenance, and responsiveness than by demographic differences such as gender. Similarly, Siluye et al. (2020) found that while male and female students may have slightly different accommodation preferences, their perceptions of service effectiveness and managerial performance were largely the same, indicating that dormitory management practices affect both groups similarly. Heasley (2021) further noted that gender does not meaningfully alter students’ perception of institutional support or community environment within residential settings, since shared administrative systems and service policies create a uniform experience. Supporting this, Gabbianelli and Pencarelli (2023) reported that students perceived institutional efficiency is primarily influenced by service quality, emotional engagement, and operational fairness rather than gender. Collectively, these studies align with the present finding that gender is not a determinant of students’ perception toward dormitory management. Instead, consistent and transparent management practices, safety measures, and responsiveness appear to have a more universal effect on shaping students’ perceptions of institutional efficiency.

Differences in Satisfaction among grade level

Table 9

Variable	Gr. Lvl	Mean	SD	F-value	p-value	Interpretation
Student's Satisfaction	7	3.49	0.885			

	8	2.99	0.672			
	9	3.06	0.495	2.18	0.066	Not Significant
	10	2.98	0.74			
	11	3.13	0.734			
	12	2.97	0.677			
<i>Sig. at p-value < 0.05</i>						

Table 9 presents the difference in students’ satisfaction towards dormitory management when grouped according to grade level. The results show that Grade 7 students obtained the highest mean satisfaction score (M = 3.49, SD = 0.885), while Grade 12 students reported the lowest (M = 2.97, SD = 0.677). Despite the observed variations in the mean scores among grade levels, the computed *F*-value of 2.18 with a corresponding *p*-value of 0.066 indicates that the difference is not statistically significant, as the *p*-value is greater than the 0.05 level of significance. This implies that students’ satisfaction with dormitory management does not significantly differ across grade levels. In other words, the level of satisfaction among students remains relatively consistent, regardless of whether they are in junior or senior high school. This consistency suggests that dormitory management provides a fairly uniform quality of services and living conditions to all students, promoting equal satisfaction across all grade levels.

Recent studies indicate that grade level or academic standing does not significantly influence students’ satisfaction with dormitory management or housing services. Gong and Söderberg (2024) found that while satisfaction scores varied slightly among student groups, demographic variables such as educational level, gender, and residency duration did not significantly affect overall satisfaction, suggesting that other factors like facility quality and management efficiency play more important roles. Similarly, Burkhardt (2019) investigated first-year students’ expectations and satisfaction with residence halls and concluded that there were no statistically significant differences across academic year levels, reinforcing the idea that satisfaction is relatively stable regardless of study progression. In another study, Grant (2018) reported that student satisfaction was more strongly influenced by the quality of living conditions, staff responsiveness, and community environment than by students’ year level or duration of stay. These findings align with the current study’s results, where satisfaction scores varied among grade levels (e.g., 3.49 for Grade 7 and 2.97 for Grade 12), but the *F*-value (2.18) and *p*-value (0.066) revealed no significant difference. This consistency across studies suggests that grade level is not a determining factor in dormitory satisfaction, as the students’ experiences are shaped more by the dormitory’s management practices and service quality than by their academic year.

Differences in Perceived Institutional efficiency among grade level

Table 10

Variable	Gr. Lvl	Mean	SD	F-value	p-value	Interpretation
Student's Perception	7	3.46	0.948			
	8	3.2	0.777			
	9	3.36	0.721	1.05	0.398	Not Significant
	10	3.2	0.842			

	11	3.38	0.719			
	12	3.09	0.729			
<i>Sig. at p-value < 0.05</i>						

Table 10 presents the difference in students’ perception of dormitory management when grouped according to grade level. The results show that Grade 7 students obtained the highest mean perception score (M = 3.46, SD = 0.948), while Grade 12 students had the lowest (M = 3.09, SD = 0.729). Despite these variations, the computed *F*-value of 1.05 and *p*-value of 0.398 indicate that the difference is not statistically significant, as the *p*-value is greater than the 0.05 level of significance. This finding implies that students’ perception of dormitory management does not significantly differ across grade levels. Regardless of their academic standing, students tend to perceive dormitory management practices in a similar manner. This consistency suggests that the dormitory management provides uniform policies, supervision, and service quality that are equally perceived by students from Grades 7 to 12. The result further supports the idea that perception is shaped more by the overall quality of management and student experience within the dormitory rather than by grade level or age differences.

Several studies support the result that students’ perception of dormitory management does not significantly differ according to grade level. Altınay, Arslan, and Sharma (2024) emphasized that student perceptions are largely shaped by the dormitory’s service quality, transparency, and responsiveness, rather than demographic factors like academic year. Likewise, Gabbianelli et al. (2023) found that on-campus accommodation satisfaction is mainly influenced by service quality and management responsiveness, showing minimal variation across different academic levels. Similarly, Gong and Söderberg (2024) revealed that students’ residential satisfaction remains consistent among various demographic groups, implying that academic year or grade level does not significantly alter perception. Collectively, these studies affirm that perceptions toward dormitory management are stable across grade levels, aligning with the current study’s finding of no significant difference

CONCLUSION

The study concluded that students demonstrated moderate satisfaction and perception toward dormitory management in the faith-based institution. Safety emerged as the most positively rated aspect, while responsiveness to dormitory concerns received the lowest rating. A strong positive correlation between satisfaction and perception confirmed that as students become more satisfied with dormitory services, their perception of management efficiency correspondingly increases. Furthermore, no significant differences were found in satisfaction and perception when grouped by gender or grade level, suggesting that dormitory management delivers consistent services and equitable treatment to all students.

These findings imply that dormitory management is significantly associated with not only in maintaining order and safety but also in influencing students’ trust, comfort, and overall perception of the institution’s care and effectiveness. A responsive, transparent, and spiritually grounded management system enhances the faith-based institution’s holistic educational mission, developing students not only academically but also morally and spiritually. The study reaffirms that effective communication, fairness in rule enforcement, and consistent attention to students’ welfare contribute substantially to the positive perception of dormitory leadership.

The findings suggest several practical implications for dormitory administration within faith-based institutions. In the immediate term, administrators may prioritize strengthening responsiveness mechanisms. Establishing a structured feedback and complaint-resolution system could improve transparency and ensure timely handling of student concerns. Regular consultation meetings with dormitory residents may also enhance communication and clarify expectations regarding rules and service standards. Staff development initiatives focusing on professionalism, consistency, and service orientation should be reinforced to address areas with lower satisfaction ratings, particularly responsiveness. Over the long term, dormitory management may consider institutionalizing periodic service quality assessments to monitor trends in satisfaction and perception.

Integrating faith-aligned leadership training for dormitory personnel may further align operational efficiency with the institution's holistic educational mission. Additionally, strategic planning efforts that incorporate student input into dormitory policy review may promote sustained institutional trust and organizational transparency. By structuring interventions across temporal dimensions, dormitory management can systematically address operational concerns while reinforcing its broader faith-based educational mandate.

This study was limited to a single faith-based secondary school in Mindanao, thereby restricting the generalizability of its findings to other contexts or cultural settings. The reliance on self-reported data introduces potential bias, as respondents may have provided socially desirable answers. Additionally, the use of a single survey instrument may raise concerns regarding common method variance. The reliance on self-reported data may introduce response bias, including potential social desirability effects within a faith-based institutional environment. Additionally, collecting data using a single survey instrument raises the possibility of common method variance. The cross-sectional design limits interpretation to associations at one point in time and does not establish temporal or causal direction. Future studies may adopt longitudinal designs to examine changes in satisfaction and perception across academic years. Mixed-method approaches incorporating interviews or focus group discussions may provide deeper contextual insight into how faith-based institutional culture shapes dormitory experiences over time.

REFERENCES

1. Abucay, K. C. (2025). Knowledge and perception of dormitory students on green buildings. *Journal of Environmental Science and Management*, 28(1), 45–56. <https://www.ovcre.uplb.edu.ph/journals-uplb/index.php/JESAM/article/view/1438>
2. Akhondi, M. H., Shakeri, M., Barzegar Bafrooei, K., & Hassani, H. (2024). Male medical sciences students' perceptions of the positive aspects of dormitory life related to the quality of academic life: A phenomenological study. *Journal of Medical Education Development*, 17(56), 39-49. <https://edujournal.zums.ac.ir/article-1-2146-en.pdf>
3. Altınay, F., Arslan, H., & Sharma, R. (2024). Assessing student satisfaction and institutional efficiency in dormitory management: A qualitative analysis based on student perspectives. *Sustainability*, 16(20), 8823. <https://www.mdpi.com/2071-1050/16/20/8823>
4. Aravena, J., Andersson, R., & Holmberg, U. (2024). Service quality and student satisfaction in Swedish housing facilities. *Scandinavian Journal of Housing Research*, 39(2), 115–132.
5. Arslan, H., & Yilmaz, R. (2023). Correlates of dormitory satisfaction and differences involving gender. *International Journal of Contemporary Educational Research*, 10(2), 145–158. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10199736/>
6. Arslan, M., Kaya, F., & Demir, R. (2024). Dormitory residents' satisfaction and management practices: An assessment of service dimensions. *International Journal of Student Housing Studies*, 12(1), 34–49.
7. Batara, O. A., & Orpia, C. (2022). Students' satisfaction on housing services: Basis of management plan in the new normal. *Journal of Education Review Provision*, 2(1), 12–22. <https://doi.org/10.55885/jerp.v2i1.144>
8. Brilliantes, R. A., Aga, N. B., Tipace, F. C., Adegque, C. A., Perez, M. P., Aya-ay, A. M., & Sagarino, E. V. (2012). The living conditions of university students in boarding houses and dormitories in Davao City, Philippines. *IAMURE: International Journal of Social Science*, 1(1), 66–90.
9. Burkhardt, T. E. (2019). First-year students' expectations of and satisfaction with residence hall housing (Doctoral dissertation). University of Dayton, Dayton, OH. Retrieved from https://ecommons.udayton.edu/graduate_theses/6783
10. Beder, D., & Imamoğlu, Ç. (2023). Correlates of dormitory satisfaction and differences involving social density and room locations. *Journal of Environmental Psychology*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10199736/>
11. Chen, L., & Rivera, D. (2024). Assessing student satisfaction and institutional efficiency in dormitory management. *Sustainability*, 16(20), 8823. <https://www.mdpi.com/2071-1050/16/20/8823>
11. Dormitory Education from the Aspect of Effective Dormitory Management. (2024). *Journal La Edusci*, 5(2), 108-118. <https://doi.org/10.37899/journallaedusci.v5i2.1340>

12. De Araujo, P., & Murray, J. (2010). Estimating the effects of dormitory living on student performance. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.1555892>
13. De Leon, M. T., & Velasco, J. B. (2017). Student safety and institutional enforcement in Philippine boarding houses. *Philippine Journal of Student Services*, 5(1), 22–37.
14. Gong, A., & Söderberg, B. (2023). Residential satisfaction in student housing: An empirical study in Stockholm, Sweden. *Journal of Housing and the Built Environment*, 39, 537–555. <https://doi.org/10.1007/s10901-023-10089-z>
15. Grant, R. R. (2018). Student satisfaction related to the campus residential experience. Unpublished master's thesis, Rowan University, Glassboro, NJ. Retrieved from <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3607&context=etd>
16. Gunawan, H., Putri, S., & Ramadhan, A. (2023). Service quality and student satisfaction in Indonesian dormitories. *Journal of Student Housing and Development*, 15(3), 201–214.
17. Gabbianelli, L., & Pencarelli, T. (2023). On-campus accommodation service quality: The mediating role of students' satisfaction on word-of-mouth. *The TQM Journal*, 35(5), 1224–1255. <https://doi.org/10.1108/TQM-03-2022-0092>
18. Hou, H. C., et al. (2020). Gap theory based post-occupancy evaluation (GTbPOE) of student dormitory building performance. *Building and Environment*. <https://www.sciencedirect.com/science/article/abs/pii/S0360132320306831>
19. Heasley, C. (2021). Community association: Exploring interaction effects between gender and student housing type. *Journal of College & University Student Housing*, 47(2), 62–83. <https://eric.ed.gov/?id=EJ1313972>
20. Mahendri, W., Astuti, W., & Arifin, S. (2024). Enhancing student satisfaction through service quality and perceived value in Islamic boarding schools. *Journal of Economics, Finance and Management Studies*, 7(12), 447–454. <https://doi.org/10.47191/jefms/v7-i12-33>
21. Navarez, J. C. (2017, June 20–22). Student residential satisfaction in an on-campus housing facility. Paper presented at the DLSU Research Congress 2017, De La Salle University, Manila, Philippines. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2017/LLI/LLI-I-006.pdf>
22. Phan, T. N., Do, M. H., & Nguyen, T. H. (2023). On-campus accommodation service quality: The mediating role in students' satisfaction. *The TQM Journal*, 35(5), 1224–1240. <https://www.emerald.com/tqm/article/35/5/1224/376994/>
23. Riski, A. (2025). Implementation of character education in the dormitory. *Metodik Didaktik*, 19(2), 122–135. <https://ejournal.upi.edu/index.php/MetodikDidaktik/article/view/50236>
24. Radder, L., & Han, X. (2009). Service quality of on-campus student housing: A South African experience. *International Business & Economics Research Journal*, 8(11), 107–119. (Note: although pre-2015, often cited in more recent studies). https://www.researchgate.net/publication/277566390_Service_Quality_of_On_Campus_Student_Housing_A_South_African_Experience
25. Survey Questionnaire About the Hostel. (n.d.). Retrieved from Scribd: <https://www.scribd.com/document/102122616/Survey-Questionnaire-About-the-Hostel>
26. Sihotang, H. M. W., Manullang, J. C., Sagala, P. N., Turnip, L., Sitorus, T. Y., & Lubis, N. I. (2025). Analysis of student satisfaction with facilities and infrastructure at the dormitory of Universitas Negeri Medan: A quantitative descriptive approach. *Journal of English Language and Education*, 10(2). <https://doi.org/10.31004/jele.v10i2.802>
27. Sumangil, L. M., & Andal, M. V. (2022). Student trust and satisfaction in dormitory rule enforcement: A Social Exchange Theory approach. *Asian Journal of Student Services*, 8(1), 15–27.
28. Syakbani, F. F., & Rahmiati, R. (2025). Application of Kano model for customer satisfaction analysis of health center service quality. *Journal of Management and Administration Provision*, 5(2), 193–203. <https://doi.org/10.55885/jmap.v5i2.588>
29. Siluyele, N., Nkonde, E., Mweemba, M., Kaluba, G., & Zulu, C. (2020). A survey on student preferences of facilities and models of accommodation at Kapasa Makasa University, Zambia. *Education Quarterly Reviews*, 3(2). SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3625510
30. Gumela, F., & Tayaban, R. (2025). TIPSFI as an educational engagement program for youth in Mindanao. *Davao Research Journal*, 16(3), 145–162. <https://doi.org/10.59120/drj.v16i3.449>