

"Student Satisfaction with BISU Services: Effects on Well-Being and Academic Engagement"

Riza Beltran-Salipong, PhD, Patricio S. Doroy, PhD, Alberto M. Labrador Jr., PhD

College of Teacher Education

DOI: <https://doi.org/10.47772/IJRISS.2026.100801167>

Received: 06 September 2026; Accepted: 11 September 2026; Published: 26 September 2026

ABSTRACT

This study examined student satisfaction with Bohol Island State University (BISU) services and its effects on students' well-being and academic engagement. Using a quantitative descriptive-correlational design, data were collected from 251 undergraduate students through validated questionnaires. Descriptive statistics and Pearson's correlation were used for data analysis. Results revealed that students were generally Very Much Satisfied with BISU services, with the Guidance Office and Office of Student Affairs receiving the highest ratings, while Food Services and Maintenance Services obtained comparatively lower ratings. Students reported a Much-Satisfied level of well-being, with academic well-being rated highest, and demonstrated high academic engagement. Correlation analysis revealed significant positive relationships between student satisfaction and well-being ($r = .646, p < .001$), student satisfaction and academic engagement ($r = .371, p < .001$), and academic engagement and well-being ($r = .470, p < .001$). The findings indicate that quality university services contribute significantly to students' holistic development by enhancing well-being and promoting academic engagement. The study recommends strengthening student support services through the proposed BISU CARES Enhancement Program to sustain institutional effectiveness and improve the overall student experience.

Keywords: student satisfaction, university services, student well-being, academic engagement, higher education, institutional effectiveness, BISU.

Student satisfaction plays a crucial role in shaping their overall well-being, mental health, and learning experience. At Bohol Island State University (BISU), various academic and support services are designed to enhance student success. However, student feedback—both formal and informal—indicates mixed experiences with these services. Some students express satisfaction with the responsiveness of personnel and the efficiency of processes, while others report challenges such as a lack of awareness about available services, unclear procedures, and limited accessibility to essential resources.

Social media posts, student feedback forums, and direct interactions highlight common concerns, including difficulty navigating enrollment processes, delays in administrative transactions, and inconsistencies in service delivery. Some students are unaware of the full scope of services offered by the university, leading to under-utilization of key support systems such as mental health counseling, academic advising, and financial assistance programs. Additionally, the approach ability and responsiveness of university personnel significantly influence student experiences—both positively and negatively.

Understanding the relationship between student satisfaction and its effects on well-being, mental health, and academic performance is essential for improving institutional services. By identifying strengths and gaps in service delivery, this study aims to provide data-driven recommendations for enhancing student support systems. A more student-centered approach to service provision can contribute to better academic outcomes, improved mental health, and a more positive university experience for all students.

LITERATURE BACKGROUND

This study is grounded in several theories that explore the relationship between student satisfaction, well-being, and academic success. First, the Expectancy-Disconfirmation Theory (Oliver, 1980) suggests that

student satisfaction results from the comparison between expectations and perceived performance. When student services exceed expectations, satisfaction increases, whereas unmet expectations lead to dissatisfaction. This model is relevant for assessing students' perceptions of the quality of university services. Additionally, Maslow's Hierarchy of Needs (Maslow, 1943) suggests that human motivation is based on a hierarchy of needs, including physiological, safety, social, esteem, and self-actualization needs. Higher education institutions must ensure that students' basic and psychological needs (e.g., financial aid, mental health support, security) are met to facilitate academic success. Furthermore, Tinto's Student Integration Model (Tinto, 1975) suggests that students' academic and social integration into an institution significantly affects their satisfaction and retention. Effective student services contribute to engagement and persistence in higher education. Moreover, the Self-Determination Theory (Deci & Ryan, 1985) emphasizes the importance of autonomy, competence, and relatedness in fostering motivation and well-being. University services that support students' psychological needs enhance satisfaction and academic performance.

In terms of legal foundations, Republic Act No. 7722, also known as the Higher Education Act of 1994, created the Commission on Higher Education (CHED) to regulate and improve higher education in the Philippines, ensuring student services meet quality standards. Similarly, Republic Act No. 11036, or the Mental Health Act of 2018, mandates higher education institutions to provide mental health services and programs for students, directly impacting their well-being and academic success. Another crucial policy, Republic Act No. 10931, also called the Universal Access to Quality Tertiary Education Act, ensures free tuition and other educational benefits, impacting financial well-being and overall satisfaction with student services. Additionally, CHED Memorandum Order No. 9, Series of 2013, outlines the requirements for student affairs and services, ensuring that institutions provide adequate support for student development, well-being, and academic success.

In alignment with global development efforts, this study supports several United Nations Sustainable Development Goals (SDGs). Specifically, SDG 3, which promotes good health and well-being, aligns with the study's focus on student mental health services in academic institutions. Similarly, SDG 4, which advocates for quality education, is supported by this study's assessment of student satisfaction and academic success, contributing to the improvement of educational quality and support services. Furthermore, SDG 10, which seeks to reduce inequalities, is relevant as understanding disparities in student service satisfaction can inform policies that promote equitable access to resources for all students.

To further substantiate this research, a review of related literature and studies provides critical insights. A study by Portajada-Ejercito (2023) found that students' satisfaction with school services significantly affects their academic engagement and institutional loyalty, emphasizing the importance of administrative efficiency and accessibility of support services. Similarly, Kathri et al. (2024) found that higher education institutions that provide comprehensive mental health support see improvements in student retention and performance, highlighting the role of counseling and psychological resilience programs in fostering student success. Moreover, Pascarella and Terenzini (2005) found that students who frequently use academic support services, such as tutoring and advising, demonstrate higher levels of satisfaction and academic achievement. Lastly, research by Nora (2004) indicates that financial aid plays a crucial role in reducing student stress and promoting academic persistence, underscoring the importance of financial well-being as a significant predictor of overall student satisfaction.

The theoretical foundation, legal basis, alignment with sustainable development goals, and review of related literature collectively provide a strong framework for understanding the factors influencing student satisfaction, well-being, and academic success. The insights gained from this study will contribute to improving institutional policies and practices to enhance student experiences in higher education.

Statement of the Problem

This study aims to assess the demographic profile of students, their level of satisfaction with various student services, their overall well-being, and their academic success, while also examining the relationships and differences between these factors to identify potential interventions for improvement.



1. What is the level of satisfaction of Students Services, in terms of Registrar's Office, Accounting Office, Guidance Office Service, Office Students Affairs, Canteen Services, Dental-Medical Services, Security Services, Maintenance Office Services, Information Technology Department Services, Library Service and School Plant and Facilities Services
2. What is the Student's Well-being in terms of, Academic Well-being Financial Well-Being, Physical Well-being, Psychological Resilience Well-being and Relational Well-being
3. What is the Student Engagement in terms of Behavioral Engagement, Social Engagement and Emotional Engagement
4. What Is the Significant Relationship Among Students' Service Satisfaction, Well-Being, And Engagement
5. Based on the results, what specific interventions can be developed to enhance student satisfaction with services and improve student well-being and Students Academic Engagement ?

METHODOLOGY

This research used descriptive-correlational non-experimental designs.

Research Locale and Respondents

The study was conducted at Bohol Island State University (BISU)–Clarin Campus and involved 251 undergraduate students selected from a total population of 718. The sample size was determined using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution. A proportionate stratified random sampling technique was employed to ensure fair representation from each academic program. The respondents comprised 26 BEEd, 13 BSEd-Mathematics, 27 BTLEd, 50 BSES, 84 BSHM, and 51 BSCS students.

The study focused on second- and third-year students because they had sufficient exposure to the university's academic and student support services, enabling them to provide informed responses. First-year students were excluded due to their limited experience with university services, while fourth-year students were excluded because they were engaged in internships, practicum, and graduation-related requirements.

All 251 questionnaires were successfully retrieved and found complete, resulting in a 100% response rate.

Research Instrument

The questionnaire consists of two parts. The first part assesses students' level of satisfaction with school services, faculty, and facilities. This section is adapted from the study by **Portajada-Ejercito (2021)**, titled *"Level of Satisfaction of BSN Students on the School Services, Faculty, and Facilities."* The original research instrument underwent validation and pilot testing to ensure reliability. The published article reports that the questionnaire was validated by four experts and pilot-tested with 10 students, but it does not report a numerical Cronbach's alpha coefficient in the methodology/results section. Therefore, I would not invent an alpha value for that instrument

The second part measures students' perceptions of well-being in higher education. This section is based on the study by **Kathri et al. (2021)**, *"Student Well-Being in Higher Education: Scale Development and Validation with Implications for Management Education."* Their instrument was also validated and pilot-tested to establish its reliability. The original Khatri et al. scale demonstrated excellent overall internal consistency, with a Cronbach's alpha of .94. Reliability coefficients for the five dimensions ranged from .71 to .94. The scale also demonstrated evidence of construct validity: the refined scale explained 74.06% of the total variance, and the average variance extracted (AVE) for the dimensions exceeded the recommended .50 threshold.

The 20-item scale of Heilporn et al. (2020) is composed of three factors: 9 for emotional-cognitive engagement (EC1 to EC9); 5 for social engagement (S1 to S5); and 6 for behavioral engagement (B1 to B6). The items are presented in detail in Table 2 (see also Appendix A for French-language items). A Likert scale with six response choices was used, ranging as follows: 1) strongly disagree; 2) disagree; 3) somewhat disagree; 4) somewhat agree; 5) agree; and 6) strongly agree. This measurement format enables a wide variety of response choices while impelling students to position themselves positively or negatively in relation to each item (Streiner et al., 2015; Sturgis et al., 2014). The original validation study demonstrated high internal consistency across the three dimensions. In the first sample, Cronbach's alpha coefficients were .94 for emotional-cognitive engagement, .86 for social engagement, and .86 for behavioral engagement. In the second validation sample, the coefficients were .93, .85, and .89, respectively. These findings indicate that the three dimensions have excellent to very good internal consistency and provide evidence supporting the reliability of the instrument.

Research Procedure

The researcher randomly chose 251 students to participate in the study. Permitted by the campus director, the questionnaires were distributed to the participants to respond. Consequently, data were collated and were subject to descriptive and inferential statistics.

Statistical Treatment

The study utilized descriptive statistics to analyze the standard deviation were employed to measure students' satisfaction with services, well-being, and academic success. For inferential statistics, a Chi-Square Test was conducted to examine the relationship between their satisfaction, well-being, and academic engagement. The Pearson Correlation Coefficient (r) was used to determine the strength and direction of relationships among these variables. One-Way ANOVA assessed variations across multiple year levels. Lastly, regression analysis was considered to predict the extent to which student well-being and satisfaction influence academic engagement

RESULT AND DISCUSSION

This chapter presents, analyzes, and interprets the findings of the study entitled "Student Satisfaction with BISU Services: Effects on Well-being and Academic Engagement." The presentation of results follows the sequence of the research objectives. It begins with the respondents' level of satisfaction with the services provided by Bohol Island State University (BISU), followed by the assessment of students' well-being and academic engagement. The chapter also examines the significant relationships among student satisfaction, well-being, and academic engagement using inferential statistical analysis.

1. Level of Student Satisfaction with BISU Services

Student satisfaction is widely recognized as a key indicator of institutional effectiveness and service quality in higher education. It reflects students' perceptions of how well the university meets their academic and non-academic needs through efficient administrative processes, accessible support services, and a conducive learning environment

Student Satisfaction with BISU Services (n=251)

Statement	Mean	SD	Interpretation
2.1. Registrar's Office	3.59	0.56	Very Much Satisfied
2.2. Accounting Office	3.56	0.59	Very Much Satisfied
2.3. Guidance Office Service	3.71	0.36	Very Much Satisfied
2.4. Office Students Affairs	3.66	0.40	Very Much Satisfied

2.5. Canteen Services	3.37	0.56	Much Satisfied
2.6. Dental-Medical Services	3.62	0.43	Very Much Satisfied
2.7. Security Services	3.53	0.49	Very Much Satisfied
2.8 Maintenance Office Services	3.48	0.57	Much Satisfied
2.9. Information Technology Department Services	3.51	0.55	Very Much Satisfied
2.10. Library Service	3.56	0.36	Very Much Satisfied
Overall	3.56	0.48	Very Much Satisfied

The descriptive results indicate that students were generally Very Much Satisfied with the services provided by the various offices of Bohol Island State University (BISU). Among the service departments, the Guidance Office obtained the highest overall mean ($M = 3.71$), followed by the Office of Student Affairs ($M = 3.66$), while Food Services ($M = 3.37$) and the Maintenance Office ($M = 3.48$) received comparatively lower ratings, although both were still interpreted as Much Satisfied. These findings suggest that BISU effectively provides administrative and student support services that meet students' expectations and contribute positively to their overall university experience.

The findings support the Expectation–Disconfirmation Theory, which posits that satisfaction results when the actual performance of services meets or exceeds users' expectations (Oliver, 1980). Since almost all university service offices received high satisfaction ratings, it can be inferred that students perceive the quality of services as responsive, reliable, and effective.

Moreover, the findings are consistent with Herzberg's Two-Factor Theory, which explains that institutional support services function as hygiene factors that prevent dissatisfaction and establish conditions conducive to learning. Efficient administrative services, accessible offices, and supportive personnel contribute to a positive educational environment, allowing students to concentrate on their academic responsibilities rather than institutional barriers (Herzberg et al., 1959).

The results further corroborate the Student Integration Theory of Tinto (1975), which emphasizes that students are more likely to remain committed to their institution when they experience positive academic and social integration. Efficient services provided by the Registrar's Office, Guidance Office, Library, and Student Affairs Office facilitate students' integration into university life by reducing administrative difficulties and promoting access to academic support systems.

The present findings are likewise consistent with the study of Portajada-Ejercito (2023), who found that nursing students reported high levels of satisfaction with school services, faculty, and facilities, emphasizing that efficient institutional services positively influence students' learning experiences and perceptions of educational quality. Similarly, a recent study published in Heliyon found that institutional capacity, service quality, and environmental factors significantly influence student satisfaction, emphasizing that well-managed university services improve both educational experiences and institutional reputation (ScienceDirect, 2024).

Furthermore, recent evidence suggests that student satisfaction has become an important institutional performance indicator because satisfied students demonstrate stronger institutional commitment, greater academic persistence, and more positive educational outcomes (Douglas et al., 2024; UNESCO, 2023). These findings indicate that BISU's continued investment in improving student services can further strengthen students' educational experiences and institutional loyalty.

2. Student Level of Well-being

Student well-being is a vital indicator of students' overall quality of life and success in higher education. It encompasses students' academic, physical, financial, psychological, and relational experiences, all of which

influence their ability to learn, adapt, and achieve their educational goals. Assessing students' well-being provides valuable insights into the effectiveness of the university's support systems in fostering a healthy and conducive learning environment. The results of the respondents' level of well-being are presented in Table 2 .

Table 2. Level of Student Well-being N=251

Statement	Mean	SD	Interpretation
3.1. Academic Well-being	3.55	0.48	Very Much Satisfied
3.2. Financial Well-Being	3.36	0.65	Much Satisfied
3.3. Physical Well-being	3.36	0.57	Much Satisfied
3.4. Psychological Resilience Well-being	3.35	0.62	Much Satisfied
3.5. Relational Well-being	3.32	0.69	Much Satisfied
Overall	3.43	0.49	Much Satisfied

The findings revealed that the overall level of student well-being was rated Much Satisfied ($M = 3.43$). Among the five dimensions, Academic Well-being obtained the highest mean ($M = 3.55$), followed by Financial Well-being ($M = 3.36$), Physical Well-being ($M = 3.36$), Psychological Resilience ($M = 3.35$), and Relational Well-being ($M = 3.32$). These results indicate that although students generally experience positive well-being, interpersonal relationships and psychological resilience remain areas that may benefit from further institutional support.

The relatively higher academic well-being suggests that students are satisfied with the quality of instruction, faculty competence, and academic resources provided by the university. These findings align with Maslow's Hierarchy of Needs, which posits that individuals are more capable of achieving higher-order goals such as learning and self-actualization when their basic physiological, safety, and belongingness needs are adequately addressed (Maslow, 1943).

Similarly, Self-Determination Theory argues that students' well-being improves when educational environments satisfy their needs for autonomy, competence, and relatedness (Deci & Ryan, 1985). The high ratings for academic experiences imply that BISU successfully supports students' competence through quality instruction and academic resources. However, the relatively lower relational well-being indicates that opportunities to strengthen students' sense of belonging and interpersonal connectedness remain important.

In particular, students gave the lowest rating to the statement regarding being "missed on campus in case of absentia" ($M = 3.14$), suggesting that some students perceive weaker social connectedness within the university community. This finding supports recent research indicating that social support is a significant predictor of university students' life satisfaction, psychological health, and academic engagement (Kathri et al., 2024). Likewise, a study published in BMC Public Health demonstrated that social support positively influences students' academic engagement through increased life satisfaction and academic motivation (Zhang et al., 2023).

Financial well-being also received relatively lower ratings, particularly regarding students' ability to manage educational expenses. This finding supports Nora (2004), who argued that financial assistance and affordability significantly influence students' persistence and educational success. Universities that provide scholarships and financial aid contribute not only to students' academic continuity but also to their psychological well-being.

Overall, the findings imply that while BISU effectively supports students academically, additional interventions promoting mental health, peer relationships, and social connectedness may further enhance students' holistic well-being.

3. Level Of Student Engagement

Student academic engagement reflects the extent to which students actively participate in and commit themselves to the learning process through behavioral, cognitive, emotional, and social involvement. It is considered a key determinant of academic achievement, persistence, and overall educational success. Assessing students' level of engagement provides insights into how effectively the university promotes active learning and meaningful participation in academic activities. The results of the respondents' level of academic engagement are presented in Table 3.

Table 3. Level of Student Engagement N = 251

Statement	Mean	SD	Interpretation
3.1. Behavioral Cognitive Engagement	3.62	0.37	Very High Engagement
3.2. Social Cognitive Engagement	3.57	0.41	Very High Engagement
3.3. Emotional Cognitive Engagement	3.55	0.58	Very High Engagement
Total	3.58	0.45	Very High Engagement

The results revealed that students demonstrated a high level of academic engagement, with an overall mean of 3.57, interpreted as Very High Engagement. Behavioral engagement obtained the highest ratings, particularly students' desire to master course content ($M = 3.68$) and their attentiveness during classes ($M = 3.60$). Social engagement ($M = 3.57$) and emotional/cognitive engagement ($M = 3.54$) also received high ratings, indicating that students actively participate in learning activities and maintain positive interactions with peers.

These findings support the theory of student involvement proposed by Pascarella and Terenzini (2005), who emphasized that students who actively participate in academic and extracurricular activities are more likely to achieve higher educational outcomes. Active engagement enables students to develop critical thinking, collaborative skills, and deeper understanding of course content.

Furthermore, Self-Determination Theory suggests that intrinsically motivated students exhibit greater persistence, engagement, and academic achievement because they experience learning as personally meaningful (Deci & Ryan, 1985). The high ratings for students' willingness to master course content indicate strong intrinsic motivation toward learning.

The findings are likewise supported by Chau and Cheung (2018), who found that active learning, academic motivation, and student engagement significantly predict academic satisfaction among university students. Similarly, Wong and Chapman (2023) reported that affective and behavioral engagement significantly contribute to students' overall educational satisfaction and academic success.

Recent literature further suggests that universities promoting collaborative learning environments and active student participation enhance both engagement and well-being, ultimately improving student retention and graduation rates (Bond et al., 2024).

4. Significant Relationship Among Students' Service Satisfaction, Well-Being, And Engagement

Determining the relationships among students' service satisfaction, well-being, and academic engagement is essential in understanding how the quality of university services influences students' overall educational experience. It is generally recognized that responsive institutional services contribute to students' holistic well-being and encourage greater academic involvement. To examine these relationships, the Pearson Product-Moment Correlation Coefficient was employed. The results of the correlation analysis are presented in Table 4.

Table 4 Relationships among Student Satisfaction, Well-being, and Academic Engagement

Variables	<i>r</i>	df	<i>p</i> –value	Interpretation
Services and Well-being	.646	226	< .001	Significant
Services and & Engagement	.371	226	< .001	Significant
Engagement & Well-being	.470	226	< .001	Significant

		SERVICES	WELL-BEING	ENGAGEMENT
SERVICES	Pearson's <i>r</i>	—		
	df	—		
	<i>p</i> -value	—		
WELL-BEING	Pearson's <i>r</i>	0.646	—	
	df	226	—	
	<i>p</i> -value	< .001	—	
ENGAGEMENT	Pearson's <i>r</i>	0.371	0.470	—
	df	226	226	—
	<i>p</i> -value	< .001	< .001	—

The correlation analysis revealed statistically significant positive relationships among all three variables. Student satisfaction with BISU services demonstrated a strong positive relationship with student well-being ($r = .646$), a moderate positive relationship with academic engagement ($r = .371$), and academic engagement likewise showed a moderate positive relationship with well-being ($r = .470$).

The strong relationship between service satisfaction and well-being indicates that quality institutional services substantially contribute to students' overall quality of life. These findings support Tinto's (1975) assertion that supportive institutional environments enhance students' academic and social integration, thereby improving educational outcomes.

The moderate relationship between student satisfaction and engagement suggests that although institutional services influence engagement, students' motivation, self-regulation, and learning strategies also contribute significantly to engagement. This finding is consistent with Self-Determination Theory, which emphasizes that intrinsic motivation and supportive learning environments jointly influence student engagement (Deci & Ryan, 1985).

Finally, the positive relationship between engagement and well-being supports recent evidence indicating that engaged students tend to report higher life satisfaction, stronger academic motivation, and greater psychological resilience (Zhang et al., 2023). The findings suggest that student engagement functions as an important mechanism through which institutional support contributes to holistic student development.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

The study established that students of Bohol Island State University (BISU) are generally very much satisfied with the services provided by the university. Among the various service offices, the Guidance Office received the highest satisfaction rating, followed by the Office of Student Affairs, indicating that students highly value accessible, responsive, and student-centered support services. Likewise, the Registrar's Office, Finance Office, Medical-Dental Office, Security Services, Information Technology Department, and Library Services all obtained very high satisfaction ratings, reflecting the university's commitment to delivering quality administrative and academic support services. Although Food Services and Maintenance Services received comparatively lower ratings, they were still evaluated positively, suggesting opportunities for continuous service improvement rather than serious deficiencies.

The findings further reveal that students experience a generally positive level of well-being. Academic well-being emerged as the strongest dimension, indicating that students are satisfied with the quality of instruction,

learning environment, and educational opportunities provided by the university. However, relatively lower ratings in relational well-being and psychological resilience suggest that while students are academically supported, additional initiatives that strengthen social connectedness, emotional support, and resilience-building may further enhance their holistic well-being.

The results also demonstrate that BISU students exhibit a high level of academic engagement. Students reported strong behavioral, social, and emotional engagement, indicating active participation in learning activities, meaningful interaction with peers, and a genuine interest in mastering course content. These findings suggest that the university has created an educational environment that encourages active learning and meaningful student participation.

Moreover, the correlation analysis established statistically significant positive relationships among student satisfaction with university services, student well-being, and academic engagement. The strong positive relationship between service satisfaction and well-being indicates that high-quality institutional services substantially contribute to students' overall quality of life and university experience. Likewise, the significant positive relationship between student satisfaction and academic engagement suggests that responsive and efficient university services encourage students to participate more actively in academic activities. Furthermore, the positive relationship between academic engagement and well-being demonstrates that students who are actively engaged in their studies tend to experience higher levels of personal well-being.

Overall, the findings affirm that quality student services extend beyond administrative functions and play a significant role in promoting students' well-being and academic engagement. The study supports the view that an institution that invests in responsive student services, supportive learning environments, and holistic student development contributes to improved educational outcomes and a more positive university experience.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

For the University Administration. The university should continue strengthening its student service delivery by sustaining the high quality of services provided by the Guidance Office, Office of Student Affairs, Registrar's Office, Library, Information Technology Department, Finance Office, and other highly rated units. Continuous quality assurance mechanisms, regular client satisfaction assessments, and staff development programs should be institutionalized to maintain excellent service standards.

For the Food Services and Maintenance Office. Since these offices received comparatively lower satisfaction ratings, university administrators should prioritize improvements in food affordability, nutritional quality, cleanliness, facility maintenance, campus infrastructure, lighting systems, and accessibility. Regular consultations with students may help identify specific concerns requiring immediate attention.

For the Guidance Office and Student Affairs Office. The university should further strengthen mental health promotion programs, counseling services, peer support groups, leadership development activities, and wellness initiatives that foster students' psychological resilience, emotional well-being, and social connectedness. Programs focusing on resilience, stress management, and positive mental health may address the relatively lower ratings observed in psychological and relational well-being.

For Academic Units and Faculty Members. Faculty members should continue implementing learner-centered pedagogies that encourage active participation, collaborative learning, critical thinking, and meaningful classroom engagement. Integrating experiential learning, project-based activities, and technology-enhanced instruction may further improve students' academic engagement.

For Student Organizations. Student organizations should intensify programs that promote peer interaction, inclusivity, volunteerism, leadership development, and community engagement to strengthen students' sense of belonging and interpersonal relationships within the university.

For University Policy Makers. The findings may serve as empirical evidence in developing policies and strategic plans that integrate student satisfaction, well-being, and academic engagement as key institutional performance indicators. Allocating resources toward student support services should remain a priority in achieving institutional excellence.

For Future Researchers. Future studies may employ longitudinal or mixed-method research designs to examine changes in student satisfaction, well-being, and academic engagement over time. Researchers may also investigate additional variables such as academic motivation, resilience, digital learning readiness, campus climate, sense of belonging, and student retention. Comparative studies involving different campuses or higher education institutions are likewise recommended to validate and extend the findings of the present study.

Proposed Student Services Enhancement Program (PSSEP)

Based on the Findings of the Study

Title: BISU CARES: Comprehensive Action for Responsive, Engaging, and Supportive Student Services

Goal: To enhance student satisfaction with university services while promoting students' well-being and academic engagement through responsive, student-centered, and sustainable institutional interventions.

Findings	Objectives	Proposed Activities/Interventions	Persons Responsible	Time Frame	Success Indicators
Food Services received the lowest satisfaction rating (M=3.37).	Improve quality, affordability, and accessibility of campus food services.	- Conduct student food preference survey - Introduce affordable healthy meal packages - Monthly food safety inspection - Student-Canteen Consultative Meeting	Campus Director, Food Service Manager, Student Affairs Office	Every Semester	Increase food service satisfaction by at least 10%; fewer complaints regarding food quality and affordability
Maintenance Services received relatively lower satisfaction (M=3.48).	Improve campus facilities and learning environment.	- Campus maintenance audit - Repair lighting, classrooms, comfort rooms - Beautification program - Install additional trash bins	General Services Office, Physical Plant Office	Quarterly	Improved maintenance satisfaction; reduced maintenance-related complaints
Relational Well-being was the lowest well-being dimension (M=3.32).	Strengthen students' sense of belonging and campus connectedness.	- Peer Mentoring Program - Student Buddy System - Team-building Activities - Student Appreciation Week - Campus Friendship Campaign	Guidance Office, Student Affairs Office, Student Council	Every Semester	Increased participation in student organizations; improved relational well-being scores
Psychological Resilience received a lower rating (M=3.35).	Enhance students' emotional resilience and mental health.	- Mental Health Awareness Week - Stress Management Workshops - Counseling Sessions - Psychological First Aid Training - Wellness Break Activities	Guidance Office, Psychology Faculty, Medical-Dental Office	Quarterly	Increased counseling utilization; improved resilience and well-being ratings
Financial Well-being was moderate (M=3.36).	Reduce students' financial stress.	- Scholarship Orientation - Financial Literacy Seminar - Emergency Student Assistance Program - Budgeting Workshops	Student Affairs Office, Finance Office	Every Semester	Increased scholarship applications; improved financial well-being scores



Student engagement was high but can be further enhanced (M=3.57).	Sustain active academic engagement.	• Interactive Learning Workshops • Faculty Development on Active Learning • Undergraduate Research Symposium • Student Innovation Challenge	Academic Affairs, Faculty Members	Every Semester	Increased student participation and engagement ratings
Guidance Office received the highest satisfaction (M=3.71).	Sustain excellence in guidance services.	• Expand counseling services • Career Coaching Program • Graduate School Preparation Seminar • Online Counseling Platform	Guidance Office	Continuous	Maintain or improve satisfaction ratings above current level
Student Affairs received high satisfaction (M=3.66).	Maintain quality student development programs.	• Leadership Academy • Community Extension Projects • Student Leadership Camp • Recognition Program	Student Affairs Office	Annual	Increased student participation in leadership and co-curricular activities
Strong relationship between service satisfaction and well-being (r=.646).	Integrate student services with wellness initiatives.	• "One-Stop Student Success Center" • Student Wellness Portal • Early Intervention Referral System	Campus Administration	One Year	Higher overall student satisfaction and well-being ratings
Significant relationship between satisfaction and engagement (r=.371) and engagement and well-being (r=.470).	Promote holistic student development.	• Student Success Program • Faculty Mentoring • Learning Communities • Academic Coaching	Academic Affairs, Guidance Office	Every Semester	Increased retention rate, engagement level, and student well-being

REFERENCES

1. Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2024). Student engagement in higher education: A systematic review of contemporary research. *Educational Research Review*.
2. Douglas, J., Douglas, A., McClelland, R., & Davies, J. (2024). Measuring student satisfaction in higher education: Current perspectives and future directions. *Quality Assurance in Education*.
3. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). Wiley.
4. UNESCO. (2023). *Global education monitoring report 2023: Technology in education*. UNESCO Publishing.
5. Zhang, Y., Li, X., Wang, H., & Chen, J. (2023). The relationship between social support and academic engagement among university students: The chain mediating effects of life satisfaction and academic motivation. *BMC Public Health*, 23, 1894.
6. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer Science & Business Media.
7. Kathri, P., et al. (2024). Student well-being in higher education: Scale development and validation with implications for management education. *The International Journal of Management Education*, 22(1), 100933. <https://doi.org/10.1016/j.ijme.2024.100933>
8. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
9. Nora, A. (2004). The role of financial assistance in student persistence. *Journal of Student Financial Aid*, 34(2), 25-40.
10. Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research*, 17(4), 460–469.



11. Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research*. Jossey-Bass.
12. Portajada-Ejercito, C. (2023). Level of Satisfaction of BSN Students on the School Services, Faculty and Facilities. *Psychology and Education: A Multidisciplinary Journal*, 10, 956-966. <https://scimatic.org/storage/journals/11/pdfs/1655.pdf>
13. Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89–125.