

Demonstrating Students' Satisfaction on Institutional Services Capacity: Community College Perspective

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Abstract

This study assessed students' satisfaction with the institutional service capacity of Buenavista Community College in terms of Registrar Services, Teaching Quality, and Physical Facilities as a basis for institutional improvement. The study was anchored on Stakeholder Theory, Systems Theory, Total Quality Management, the SERVQUAL/HedPERF framework, Social Capital Theory, and Educational Effectiveness Theory. A descriptive-differential quantitative research design was employed involving 324 undergraduate students selected through stratified random sampling. Data were gathered using a modified student-centered Service Satisfaction Questionnaire with 30 indicators distributed across the three service domains and measured using a four-point Likert scale. The instrument underwent expert validation and pilot testing and obtained Cronbach's alpha coefficients greater than 0.80. Data were analyzed using frequency, percentage, weighted mean, standard deviation, independent-samples t-test, and one-way analysis of variance at the 0.05 level of significance. Findings revealed an overall institutional satisfaction mean of 3.33 (SD = 0.47), interpreted as Highly Satisfied. Teaching Quality received the highest rating (M = 3.36, SD = 0.50), followed by Physical Facilities (M = 3.32, SD = 0.51) and Registrar Services (M = 3.31, SD = 0.49). No statistically significant differences in satisfaction were found according to age, gender, year level, enrolled program, or enrollment status. The major operational concerns were unstable campus Wi-Fi, delays in transcript processing, peak enrollment congestion, and inconsistent use of learning management systems. The study concluded that institutional services generally met student expectations but required continued improvement in digital infrastructure, registrar workflow automation, queue management, and faculty development. The study supports SDG 4 on Quality Education, SDG 16 on strong and responsive institutions, and, to a supporting extent, SDG 9 on infrastructure and innovation. Its sustainability contribution lies in strengthening educational, institutional, governance, and technological sustainability through evidence-based service improvement.

Keywords: Higher Education, Institutional Improvement, Physical Facilities, Registrar Services, Service Quality, Student Satisfaction, Teaching Quality

1. Introduction

Student satisfaction is an important indicator of institutional effectiveness because the higher education experience encompasses instruction, administrative services, student support, facilities, and interactions within the institution. Recent research emphasizes that satisfaction is multidimensional and reflects students' perceptions of both academic and non-academic service quality (Hasan & Hosen, 2022; Wong & Chapman, 2023). Service quality and digital transformation have also become increasingly relevant to student satisfaction and retention as higher education institutions modernize academic and administrative processes (Forid et al., 2022). Accordingly, this

study examines students' satisfaction with the institutional service capacity of Buenavista Community College (BCC) in terms of Registrar Services, Teaching Quality, and Physical Facilities as a basis for institutional improvement.

Higher education institutions operate in an increasingly service-oriented environment in which students expect effective instruction, responsive administrative processes, functional facilities, and accessible digital services. Recent studies show that students evaluate their educational experience through multiple aspects of institutional service, including teaching quality, administrative support, learning facilities, institutional responsiveness, and technology-enabled services (Hasan & Hosen, 2022; Wong & Chapman, 2023). The systematic assessment of these dimensions can therefore provide evidence for continuous institutional improvement. Within the Philippine higher education setting, institutional services are also influenced by regulatory requirements concerning educational quality, public accountability, efficient service delivery, and data protection. CHED Memorandum Order No. 09, Series of 2013 provides standards for student affairs and services, while Republic Act No. 11032 emphasizes efficient government transactions and Republic Act No. 10173 governs the protection of personal information. Registrar Services constitute an important administrative interface because students depend on these services for enrollment, academic records, grades, certifications, and other academic documents. Recent research indicates that the quality and performance of academic administrative services contribute substantially to student satisfaction (Mustafa et al., 2022). The use of information and communication technology can further strengthen academic administration by improving efficiency, accessibility, security, and service quality (Khoiri et al., 2023). Teaching Quality represents the central academic component of the student experience. Instructional delivery, feedback, faculty interaction, and learning experiences are among the important academic contributors to student satisfaction in higher education (Syahmer et al., 2022; Wong & Chapman, 2023). Physical Facilities are similarly important because classrooms, laboratories, libraries, study spaces, safety provisions, and technological infrastructure create the environment in which teaching and learning occur. Othman et al. (2022) emphasize that the physical learning environment requires continuing assessment as developments in technology, instructional strategies, and learning-space design reshape students' educational experiences. These three institutional service domains are therefore examined during Academic Year 2026–2027 to provide an empirical basis for identifying institutional strengths, areas requiring improvement, and appropriate service-quality interventions.

Recent literature consistently presents student satisfaction as a multidimensional outcome of students' overall institutional experience. Wong and Chapman (2023) examined several dimensions of higher education satisfaction, including teaching, institutional services, campus facilities, student support, learning experiences, and interactions. Similarly, Hasan and Hosen (2022) found that higher education service quality is closely associated with student satisfaction and loyalty, reinforcing the importance of evaluating academic and non-academic services together. Administrative service quality represents another important theme. Mustafa et al. (2022) demonstrated that service quality and the performance of academic administrative personnel contribute to students' satisfaction with higher education services. The increasing digitalization of administration also provides opportunities to improve service delivery. Khoiri et al. (2023) reported that information and communication technology can improve academic administrative services in terms of efficiency, accessibility, security, and overall service quality. Likewise, Forid et al. (2022) identified digital transformation as an important consideration alongside service-quality dimensions in understanding student satisfaction and retention. Teaching and the learning environment constitute equally important dimensions. Syahmer et al. (2022) emphasized the need to identify academic service-quality attributes that influence students' satisfaction, while Wong and Chapman (2023) identified teaching quality, instructor feedback, learning experiences, and student interactions among relevant dimensions of satisfaction. Physical learning environments also require sustained institutional attention because facilities and technology influence the conditions under which students participate in academic activities (Othman et al., 2022). Contemporary applications of higher education service-quality models further demonstrate the continued relevance of multidimensional assessment. Wati et al. (2024), for example, applied HEDPERF and HIEDQUAL approaches in assessing higher education service quality, emphasizing that student perceptions can reflect both academic and non-academic institutional performance. Thus, the current literature supports the integrated assessment of Registrar Services, Teaching Quality, and Physical Facilities rather than examining each area independently.

At the local level, the study focuses on Buenavista Community College as a community-based higher education institution whose students directly experience its instructional, administrative, and physical service systems. Measuring these experiences provides institution-specific information that can guide resource allocation and service improvement. At the national level, the assessment is situated within Philippine higher education policies requiring quality, accountability, efficient government transactions, student welfare, and data privacy. Republic Act No. 7722 provides the legislative foundation for Philippine higher education, Republic Act No. 11032 emphasizes efficient public-service delivery, CHED Memorandum Order No. 09, Series of 2013 establishes expectations for student affairs and services, and Republic Act No. 10173 governs the protection of student information. At the broader international level, recent studies conducted in different higher education contexts demonstrate that student satisfaction is influenced by the combined quality of academic and non-academic

services (Hasan & Hosen, 2022; Dugenio-Nadela et al., 2023; Wong & Chapman, 2023). Evidence from administrative-service research likewise emphasizes responsive service systems (Mustafa et al., 2022), while studies on digital transformation and academic administration highlight the increasing importance of technology-supported institutional services (Forid et al., 2022; Khoiri et al., 2023). These developments make the systematic evaluation of institutional service capacity increasingly relevant to local higher education institutions.

The study integrates Stakeholder Theory, Systems Theory, Total Quality Management, the SERVQUAL/HEdPERF perspective, Social Capital Theory, and Educational Effectiveness Theory to explain how institutional services collectively contribute to student satisfaction. Stakeholder Theory supports the treatment of students as important institutional stakeholders whose perceptions provide evidence about service performance. Contemporary higher education research likewise recognizes student satisfaction as an important indicator for examining the quality of academic and non-academic institutional experiences (Hasan & Hosen, 2022; Wong & Chapman, 2023). Systems Theory provides the perspective that the institution consists of interconnected components. Within this study, Teaching Quality represents the pedagogical subsystem, Physical Facilities represent the infrastructural subsystem, and Registrar Services represent the administrative subsystem. This interpretation is consistent with recent service-quality research showing that student satisfaction is affected by multiple interconnected institutional dimensions rather than by instruction alone (Forid et al., 2022; Dugenio-Nadela et al., 2023). Total Quality Management provides the continuous-improvement orientation of the study, while SERVQUAL and HEdPERF provide service-quality perspectives for examining institutional performance. Recent research continues to employ service-quality dimensions such as reliability, responsiveness, assurance, empathy, and tangibility in examining higher education satisfaction (Forid et al., 2022). More recent applications of HEdPERF likewise demonstrate its continuing relevance in assessing academic and non-academic aspects of higher education service quality (Wati et al., 2024). Social Capital Theory provides additional support for examining institutional trust and cooperative relationships, while Educational Effectiveness Theory explains how institutional inputs and processes contribute to educational outcomes. Within the present framework, facilities and administrative services function as important institutional inputs, Teaching Quality represents a central educational process, and student satisfaction serves as an institutional outcome. Recent findings concerning academic service quality, learning environments, and institutional interactions provide contemporary empirical support for examining these elements collectively (Othman et al., 2022; Syahmer et al., 2022; Wong & Chapman, 2023).

Recent higher education literature demonstrates substantial interest in student satisfaction, academic service quality, administrative services, digital transformation, and physical learning environments. However, the studies reviewed commonly investigate these factors either as broad service-quality dimensions or within separate institutional functions (Forid et al., 2022; Mustafa et al., 2022; Othman et al., 2022; Wong & Chapman, 2023). Contemporary HEdPERF research likewise emphasizes the importance of evaluating both academic and non-academic aspects of institutional services (Wati et al., 2024). Within the context of the present study, there remains a need for an institution-specific assessment that simultaneously examines Registrar Services, Teaching Quality, and Physical Facilities from the perspective of students in a local community college. Addressing these three domains within a single assessment allows BCC to identify specific institutional strengths and service bottlenecks and to translate students' evaluations into an evidence-based Institutional Improvement Plan.

The study primarily supports SDG 4 – Quality Education because it evaluates the teaching, learning environment, and institutional services that contribute to the quality of higher education. It also relates to SDG 16 – Peace, Justice and Strong Institutions through its emphasis on efficient, accountable, responsive, and privacy-conscious administrative services. The focus on campus facilities, connectivity, and digital administrative systems additionally supports aspects of SDG 9 – Industry, Innovation and Infrastructure. These alignments are consistent with the contemporary global SDG framework emphasizing quality education, resilient infrastructure, and effective institutions (United Nations Department of Economic and Social Affairs [UN DESA], 2024).

The study contributes to educational, institutional, governance, and technological sustainability. Educational sustainability is supported by systematically evaluating Teaching Quality and the conditions necessary for effective learning. Institutional sustainability is strengthened through the use of student feedback as evidence for continuous service improvement. Governance sustainability is supported by examining responsive administrative processes, efficient document services, and the protection of student information. Technological sustainability is reflected in the attention given to campus connectivity and digital administrative systems, which have become increasingly important components of contemporary higher education services (Forid et al., 2022; Khoiri et al., 2023). By integrating instructional, physical, and administrative dimensions, the study provides Buenavista Community College with an evidence-based mechanism for identifying service gaps, prioritizing institutional improvements, and sustaining responsive and quality-oriented operations.

2. Material and methods

2.1 Research Design

The study utilized a **descriptive-differential quantitative research design**. The descriptive component determined the existing levels of student satisfaction with Registrar Services, Teaching Quality, and Physical Facilities without manipulating institutional conditions. The differential component examined whether satisfaction significantly differed when respondents were grouped according to age, gender, year level, enrolled department or program, and enrollment status. This design enabled the study to identify whether particular student groups experienced institutional services differently. The conduct of the study followed a systems-based input-process-output sequence. Student demographic characteristics, satisfaction ratings, and reported issues and concerns served as inputs. These data underwent survey administration, coding, tabulation, and statistical analysis, after which the findings were used as the basis for formulating an Institutional Services Improvement Plan and Service Quality Enhancement Program.

2.2 Locale of the Study

The study was conducted at Buenavista Community College (BCC), a public higher education institution established and operated by the Local Government Unit of Buenavista in northern Bohol, Philippines. The municipality is predominantly agricultural and coastal, and the college serves students from Buenavista's 35 barangays as well as neighboring municipalities such as Getafe, Inabanga, and Talibon. The campus is approximately 82 kilometers from Tagbilaran City and provides locally accessible tertiary education to students, including first-generation college learners, working students, and members of farming and fishing households. BCC began operations during Academic Year 2001–2002 through an extension-class arrangement with the Central Visayas State College of Agriculture, Forestry and Technology, now Bohol Island State University, before subsequently becoming an independent local community college. Its academic units include the Institute of Teacher Education, Institute of Business and Hospitality Management, and Institute of Arts and Sciences/Information Technology. As an LGU-funded institution, its operations are situated within the regulatory requirements of Republic Act No. 7722 (Higher Education Act of 1994), CHED Memorandum Order (CMO) No. 09, Series of 2013, Republic Act No. 11032 (Ease of Doing Business and Efficient Government Service Delivery Act of 2018), and Republic Act No. 10173 (Data Privacy Act of 2012).

2.3 Respondents of the Study

The respondents were undergraduate students actively enrolled at Buenavista Community College during the study period. Students were drawn from the institution's different academic programs and enrollment classifications to capture variations in their experiences with teaching, administrative services, and physical facilities. A total of 324 students participated in the study. Of these, 136 or 42.0% were from the Institute of Business and Hospitality Management, 97 or 29.9% from the Institute of Arts and Sciences/Information Technology, 64 or 19.8% from the Institute of Teacher Education, and 27 or 8.3% from other or associate programs.

2.4 Sample and Sampling Procedure

The study employed stratified random sampling to ensure proportional representation of students from the different academic departments or program tracks. The enrolled department or program served as the primary basis for stratification so that smaller academic units were adequately represented and their particular service experiences were not overshadowed by larger programs. The final sample consisted of 324 respondents distributed across the major academic units of the college.

2.5 Research Instrument

Data were gathered using a structurally modified, student-centered Service Satisfaction Questionnaire adapted from the standardized SERVQUAL and HEDPERF architectures and contextualized for a public community college. The first part collected respondents' age, gender, year level, enrolled department or program, and enrollment status. The second part contained 30 performance indicators equally distributed across three domains: Registrar Services (Total Quality & Data Privacy Compliance), Teaching Quality (Educational Effectiveness Model), and Physical Facilities (Safety & Quality Infrastructure). The final part provided an open-ended section through which respondents could report institutional issues, operational bottlenecks, and other concerns to supplement the quantitative findings. The satisfaction indicators used a forced-choice 4-point Likert scale, ranging from Highly Satisfied to Highly Dissatisfied. To establish validity, the instrument was reviewed by three graduate school professors specializing in higher education administration and institutional research. After revisions based on their recommendations, it was pilot-tested with 50 college students from a neighboring tertiary institution in Bohol who were not included in the main study. Cronbach's Alpha was used to assess internal consistency, with all three subscales obtaining coefficients greater than 0.80, exceeding the stated 0.70 reliability threshold.

2.6 Data Gathering Procedure

Prior to data collection, a formal request was submitted to the Office of the College President and the Vice President for Academic Affairs of Buenavista Community College to secure permission and facilitate coordination with the Institute Deans and College Registrar. The questionnaire was subsequently administered through both digital and printed formats during a two-week collection period. Digital questionnaires were distributed through Google Forms using official campus networks, student council portals, and institutional group chats, while printed questionnaires were administered during scheduled student activities and at designated campus areas. After the collection period, digital submissions were closed and printed questionnaires were retrieved. Responses were reviewed for completeness, and valid submissions were coded and entered into an electronic spreadsheet for statistical analysis. A total of 324 validated responses were included in the final dataset.

2.7 Data Analysis Techniques

The data were analyzed using descriptive and inferential statistics. Frequency and percentage distribution were used to describe respondents according to age, gender, year level, enrolled department or program, and enrollment status. Weighted mean was used to determine satisfaction levels for individual indicators and the three institutional service domains, while standard deviation measured the dispersion of responses. For inferential analysis, the Independent Samples t-test was used for demographic variables with two categories, such as gender and enrollment status, while One-Way Analysis of Variance (ANOVA) was applied to variables with three or more categories, including age, year level, and enrolled department or program. Statistical significance was evaluated at $\alpha = 0.05$. The null hypothesis was rejected when the computed p-value was less than or equal to 0.05. When a significant ANOVA result was obtained, Tukey's Honestly Significant Difference (HSD) post-hoc test was used to determine which specific groups differed significantly. For interpretation of the overall mean scores, values from 3.26–4.00 were classified as Highly Satisfied, 2.51–3.25 as Satisfied, 1.76–2.50 as Dissatisfied, and 1.00–1.75 as Highly Dissatisfied. These classifications were used to interpret the performance of Registrar Services, Teaching Quality, and Physical Facilities in relation to students' institutional experiences.

2.8 Ethical Considerations

Ethical safeguards were incorporated into the data-gathering process. In compliance with Republic Act No. 10173 (Data Privacy Act of 2012), respondents were provided with a Non-Disclosure Agreement and Consent Form explaining that participation was voluntary, responses would remain anonymous, and collected data would be analyzed only in aggregate for institutional improvement. No student identification numbers, email addresses, surnames, or other direct personal identifiers were collected, thereby maintaining respondent anonymity throughout data collection, analysis, and reporting.

3. Results and Discussion

3.1 Demographic Profile of the respondents

3.1.1 Age

Of the 324 respondents, 246 or 75.9% were aged 19–22 years, 57 or 17.6% were 18 years old and below, 18 or 5.6% were aged 23–25 years, and only 3 or 0.9% were aged 26 years and above. Thus, the respondents were predominantly within the typical college-age range. The predominance of respondents aged 19–22 years indicates that the findings mainly represent students within the traditional age range for undergraduate education. Recent higher education research emphasizes that student satisfaction should be examined through students' experiences of teaching, institutional services, facilities, support systems, and other aspects of the educational environment (Kanwar & Sanjeeva, 2022; Wong & Chapman, 2023).

3.1.2 Gender

Female students comprised 60.2% ($f = 195$) of the respondents, while males accounted for 39.5% ($f = 128$). One respondent, representing 0.3%, preferred not to disclose gender. The distribution indicates greater female representation within the study sample. Although gender formed part of the respondent profile, it should be considered together with other student characteristics when examining satisfaction because contemporary research indicates that demographic variables may influence higher education experiences differently across institutional contexts (Li & Pateña, 2023; Ruranga, 2024).

3.1.3 Year Level

Second-year students constituted the largest group at 77.5% ($f = 251$), followed by third-year students at 17.9% ($f = 58$), first-year students at 4.0% ($f = 13$), and fourth-year students at 0.6% ($f = 2$). The dominance of second-year students means that most respondents had already experienced institutional services beyond their initial transition into college. This provided the study with evaluations from students who had prior exposure to teaching, administrative processes, and campus facilities. Recent evidence also shows that year or level of study may be examined as a relevant demographic factor in student satisfaction research, although its effect may differ depending on institutional context (Li & Pateña, 2023; Ruranga, 2024).

3.1.4 Enrolled Department or Program

The Institute of Business and Hospitality Management had the largest representation with 136 respondents or 42.0%, followed by the Institute of Arts and Sciences/Information Technology with 97 or 29.9%, the Institute of Teacher Education with 64 or 19.8%, and Other/Associate Programs with 27 or 8.3%. Business, hospitality, and information technology programs therefore represented more than 70% of the sample. The concentration of respondents in these academic units indicates that service demand is likely to be greatest in programs with larger student populations. This has implications for the provision of laboratories, learning spaces, administrative assistance, and other institutional resources. Recent research emphasizes that student satisfaction is affected not only by academic services but also by the adequacy of institutional facilities and support services provided to the student population (Kanwar & Sanjeeva, 2022; Wong & Chapman, 2023).

3.1.5 Enrollment Status

A large majority of the respondents were regular students, comprising 304 or 93.8% of the sample, while 20 respondents or 6.2% were classified as irregular students. The predominance of regular students indicates that most respondents followed the prescribed curricular sequence, while irregular students represented a smaller group requiring more individualized academic and administrative transactions. Although the latter constituted only a small proportion of the sample, institutional services should remain responsive to varying student circumstances. Recent research highlights the importance of service quality and institutional support in promoting student satisfaction and retention in higher education (Forid et al., 2022; Xuerong & Kanjanapathy, 2024).

3.2 Student Satisfaction with Institutional Services

3.2.1 Registrar Services

Registrar Services obtained an overall composite mean of 3.31 (SD = 0.49), interpreted as Highly Satisfied. Enforcement of data privacy under RA 10173 received the highest mean of 3.36 (SD = 0.56), while promptness in TOR and document processing obtained the lowest mean of 3.27 (SD = 0.57). Enrollment workflow, staff professionalism, record accuracy, documentation clarity, front-desk responsiveness, clearance processing, record notifications, and queue management were also rated Highly Satisfied. The findings indicate generally favorable perceptions of registrar services, while document-processing speed remains an area requiring further improvement. Recent studies demonstrate that the quality, responsiveness, reliability, and performance of academic administrative services are important contributors to student satisfaction (Mustafa et al., 2022; Farihah et al., 2024). The use of information and communication technology may further improve administrative efficiency, accessibility, security, and service delivery (Khoiri et al., 2023). These findings support the study's proposed improvement of document tracking and processing while remaining consistent with the service-efficiency requirements of RA 11032.

3.2.2 Teaching Quality

Teaching Quality achieved a composite mean of 3.36 (SD = 0.50), interpreted as Highly Satisfied, and was the highest-rated institutional service domain. The capacity of instructors to inspire critical thinking obtained the highest indicator mean of 3.40 (SD = 0.58). Efficient use of class hours, organized syllabi, instructor accessibility, and the use of updated materials and learning management system tools each obtained a mean of 3.37, while the remaining indicators were likewise rated Highly Satisfied. The results suggest that students perceived teaching and instructional delivery as a major institutional strength. The high assessment of critical-thinking development, instructor accessibility, organized course delivery, and updated learning resources indicates positive perceptions of both faculty competence and instructional support. Recent studies emphasize that teaching quality and academic service attributes are important dimensions of students' satisfaction with higher education (Syahmer et al., 2022; Wong & Chapman, 2023). Continued faculty development and effective use of digital learning resources may therefore help sustain this area of strength.

3.2.3 Physical Facilities

Physical Facilities obtained a composite mean of 3.32 (SD = 0.51), interpreted as Highly Satisfied. Emergency route visibility and safety tools received the highest mean of 3.37 (SD = 0.59), while laboratory equipment functionality and library resources and learning spaces both obtained a mean of 3.35. Campus Wi-Fi availability and stability received the lowest mean of 3.25 (SD = 0.71) and was the only indicator interpreted as Satisfied rather than Highly Satisfied. The findings indicate that respondents generally viewed the physical learning environment positively, particularly in relation to safety and learning facilities, while digital connectivity remained comparatively weaker. Recent research confirms that campus design, physical environments, facilities, and learning spaces can influence student experience and satisfaction (Othman et al., 2022; Wilkins et al., 2022). The relatively lower rating for Wi-Fi therefore reinforces the need to strengthen digital infrastructure alongside the maintenance of physical campus facilities.

3.2.4 Overall Institutional Service Satisfaction

Across the three service domains, Teaching Quality ranked highest with a composite mean of 3.36 (SD = 0.50), followed by Physical Facilities at 3.32 (SD = 0.51) and Registrar Services at 3.31 (SD = 0.49). The overall institutional service satisfaction mean was 3.33 (SD = 0.47), interpreted as Highly Satisfied. The overall results demonstrate that students evaluated the institution positively across academic, administrative, and physical service dimensions. Teaching Quality emerged as the strongest domain, while registrar processing and digital connectivity represented comparatively weaker areas requiring attention. Recent higher education research similarly treats student satisfaction as a multidimensional outcome influenced by academic and non-academic service quality (Dugenio-Nadela et al., 2023; Wati et al., 2024). Forid et al. (2022) further emphasize the relevance of service quality and digital transformation to student satisfaction and retention, reinforcing the importance of maintaining instructional strengths while improving administrative and technological services.

3.3 Differences in Student Satisfaction According to Demographic Profile

Inferential analysis showed no statistically significant differences in student satisfaction when respondents were grouped according to age, gender, year level, enrolled department/program, or enrollment status. Age yielded $F = 1.142$ and $p = 0.332$; gender yielded $t = 0.825$ and $p = 0.410$; year level yielded $F = 1.408$ and $p = 0.240$; enrolled department/program yielded $F = 1.076$ and $p = 0.359$; and enrollment status yielded $t = 0.614$ and $p = 0.540$. Since all p -values exceeded the 0.05 significance level, the null hypothesis was not rejected across the five demographic variables. The findings indicate that the study did not detect meaningful differences in perceptions of Registrar Services, Teaching Quality, and Physical Facilities across the demographic groups examined. This suggests that the observed levels of satisfaction were generally consistent across the sampled student population. Similar contemporary findings have been reported in other higher education contexts. Ruranga (2024) found that gender, level of study, and program of study were not significantly associated with overall student satisfaction in the setting examined, while Li and Pateña (2023) likewise reported non-significant differences for some service-quality dimensions across student profile groups. These studies indicate that the influence of demographic characteristics on satisfaction may vary according to institutional and service contexts.

3.4 Issues and Concerns Affecting Institutional Services

Students identified four major operational concerns. Unstable campus Wi-Fi infrastructure was the most frequently mentioned issue with 184 responses, followed by delays in TOR and transcript processing with 142 mentions. Peak enrollment queue congestion was reported 118 times, while inconsistent classroom use of learning management systems was identified in 89 responses. These concerns reinforce the quantitative findings by identifying specific service areas requiring improvement. The prominence of Wi-Fi concerns supports the need to strengthen digital learning infrastructure, while transcript delays and queue congestion indicate opportunities to improve administrative processes through technology-enabled services. Recent research emphasizes the importance of physical and technological learning environments to student experience (Othman et al., 2022; Wilkins et al., 2022), while ICT-supported academic administration has been associated with improvements in efficiency, accessibility, and service quality (Khoiri et al., 2023). The concern regarding inconsistent LMS utilization also supports the continued strengthening of technology-supported instructional practices.

4. Conclusion & Recommendations

The study concludes that Buenavista Community College demonstrates generally effective institutional service capacity, as reflected in the overall student satisfaction mean of 3.33 (SD = 0.47), interpreted as Highly Satisfied. Among the three service domains, Teaching Quality obtained the highest assessment ($M = 3.36$, $SD = 0.50$), indicating that instructional delivery represents a major strength of the institution. Physical Facilities followed with a mean of 3.32 (SD = 0.51), while Registrar Services obtained a mean of 3.31 (SD = 0.49), with both domains likewise evaluated as Highly Satisfied. Furthermore, no statistically significant differences in satisfaction were detected when respondents were grouped according to demographic characteristics ($p > 0.05$), indicating generally consistent perceptions of institutional services across the student groups examined. Despite these favorable evaluations, the findings revealed specific operational concerns, particularly unstable campus Wi-Fi, delays in TOR and transcript processing, peak enrollment queue congestion, and inconsistent classroom use of learning management systems. Thus, while the college is generally meeting students' expectations, continued improvement in digital infrastructure, administrative processes, and technology-supported instruction remains necessary to sustain and further strengthen institutional service quality.

Based on the identified areas for improvement, the college administration should strengthen campus digital infrastructure by upgrading bandwidth capacity and expanding reliable Wi-Fi access across classrooms, libraries, study areas, and other academic spaces. Registrar operations should likewise be improved through an automated online document request and tracking system, supported by formal Service Level Agreements (SLAs) for the timely processing and release of Official Transcripts of Records and other academic documents. An online appointment or queue-management mechanism should also be implemented during peak enrollment and evaluation periods to reduce congestion and improve transaction efficiency. Since Teaching Quality emerged as

the strongest institutional service domain, this strength should be sustained through continuous faculty development focused on Learning Management System integration and interactive adult-learning methodologies. These improvements should be implemented while maintaining compliance with Republic Act No. 11032 on efficient government service delivery and Republic Act No. 10173 on data privacy, thereby ensuring that institutional modernization remains efficient, secure, and responsive to student needs.

5. Compliance with ethical standards

The researcher affirms that the study was conducted in accordance with accepted ethical standards for research involving human participants. Prior to data collection, the necessary permission and institutional clearance were obtained from the administration of Buenavista Community College for the administration of the research instrument. Participation was voluntary, and respondents were informed of the purpose of the study through the consent process. In compliance with Republic Act No. 10173, or the Data Privacy Act of 2012, the confidentiality and anonymity of the respondents were protected throughout the study. No personally identifiable information, such as student identification numbers, email addresses, or surnames, was collected. Completed responses were processed and reported only in aggregate form and were used solely for research and institutional improvement purposes. The study involved only the administration of a non-invasive student satisfaction questionnaire assessing Registrar Services, Teaching Quality, and Physical Facilities; thus, no experimental intervention or manipulation of participants was undertaken. The researcher further affirms that no conflict of interest influenced the conduct, analysis, or reporting of the study.

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