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Student-Centered Services: BSOA Students' Awareness and Satisfaction

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ABSTRACT

This study was conducted to evaluate the level of awareness and satisfaction of Bachelor of Science in Office Administration (BSOA) students toward the student-centered services offered by Camarines Sur Polytechnic Colleges (CSPC)–Nabua Campus for the academic year under study. The research assessed students' awareness and satisfaction across nine service areas, namely: Dean's Office, Guidance and Counseling Services, Medical Services, Library Services, Registrar's Office, General Services, Student Affairs and Services, Internet Services, and the Supreme Student Council. The respondents of the study were the 272 BSOA students officially enrolled during the academic year 2025-2026. This study utilized the quantitative descriptive research design, with data gathered through a structured survey questionnaire. The statistical tools used were weighted mean and rank distribution. Findings revealed that the respondents were generally aware of and satisfied with the student-centered services provided by the institution, with most indicators receiving verbal interpretations of "Aware" and "Satisfied." However, lower ratings were noted in Guidance and Counseling Services, Medical Services, Internet Services, and the Supreme Student Council, particularly in areas related to mental health programs, access to medical services, internet connectivity, and student leadership visibility. Based on the results of the study, an Action Plan and Intervention Program was proposed to enhance the visibility, accessibility, and effectiveness of selected student-centered services. The study concluded that while CSPC demonstrates commendable delivery of student services, continuous improvement in service promotion,

accessibility, and inter-office coordination is necessary to further strengthen student engagement and satisfaction.

Keywords
Awareness
BSOA Students
Satisfaction
Student-Centered Services

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Introduction

Student-centered services play a crucial role in higher education institutions by supporting students beyond formal classroom instruction. These services are designed to assist learners in addressing academic, personal, and social concerns that may affect their overall educational experience. Higher education institutions are not only responsible for delivering quality instruction but are also expected to provide comprehensive support systems that promote student development, retention, and success. When aligned with institutional goals and student needs, student-centered services contribute significantly to the attainment of quality education outcomes [1].

Globally, the importance of student support services is emphasized in international education frameworks such as UNESCO's Sustainable Development Goal 4 (SDG 4), which underscores the provision of inclusive and equitable quality education. This goal highlights the need for institutions to strengthen learning environments through effective support mechanisms that enhance student well-being, engagement, and academic achievement. Achieving quality education therefore requires not only effective teaching strategies but also responsive student-centered services that address the diverse needs of learners [2].

In the Philippine context, the Commission on Higher Education (CHED) has established policies to ensure the provision of adequate student support services in higher education institutions. CHED Memorandum Order No. 9, Series of 2013 mandates institutions to implement comprehensive student welfare and development programs aimed at supporting students throughout their academic journey. These policies emphasize that student services must be accessible, responsive, and aligned with students' academic and personal development needs to effectively contribute to student success [3].

At CSPC, student-centered services are an integral part of institutional operations. These services include academic support services, guidance and counseling services, medical services, library services, registrar services, general services, student affairs and services, internet services, and the Supreme Student Council. These programs are designed to support

students' academic performance, personal growth, and overall satisfaction with their educational experience. However, the effectiveness of these services largely depends on students' awareness of their availability and their level of satisfaction with the quality and delivery of the services provided [4].

Despite the presence of various student-centered services at CSPC, the level of awareness and satisfaction among BSOA students has not been thoroughly examined. Understanding how students perceive and utilize these services is essential in identifying areas for improvement and ensuring that institutional support systems are responsive to students' needs. Assessing awareness and satisfaction provides valuable insights into whether student-centered services are effectively meeting their intended objectives [5].

This study sought to determine the level of awareness and satisfaction of BSOA students regarding the student-centered services offered by Camarines Sur Polytechnic Colleges. Specifically, it aimed to assess students' awareness of available services and evaluate their satisfaction in terms of accessibility, quality, and effectiveness. The findings of this study are expected to serve as a basis for enhancing institutional student services and strengthening support systems that promote student success and holistic development [6].

Materials and Methods

A. Research Design

In this study, the researchers employed a quantitative descriptive research design to determine the level of awareness and satisfaction of BSOA students toward the student-centered services provided by the institution. The design allowed for the systematic description and analysis of students' perceptions, identifying strengths and areas for improvement in service delivery.

B. Respondents

The respondents of the study were two hundred seventy-two (272) BSOA students who were officially enrolled at Camarines Sur Polytechnic Colleges–Nabua Campus during the academic year 2025-2026. The respondents were selected as they represented a relevant and appropriate population for evaluating student-centered services within the institution. Their participation was essential in obtaining reliable data to assess the level of awareness and satisfaction regarding the student-centered services offered to BSOA students at Camarines Sur Polytechnic Colleges.

C. Research Instrument

The primary data tool used in this study was a questionnaire. The questionnaire was self-made and specifically designed to determine the level of awareness and satisfaction of the respondents towards the student-centered services of the institution. It enabled the respondents to assess the accessibility, quality, and effectiveness of the services provided, as

well as to identify areas needing for improvement and recommend actions for enhancing the delivery of student-centered services.

D. Documentary Analysis and Statistical Treatment of Data

The following tools will aid the researchers in analyzing and interpreting the data.

- Percentage Technique. Used to determine the number of respondents who answered a particular question or to quantify the respondents' profiles.
- Weighted mean (WM). Used to determine the level of performance of 4th-year BSOA students on the SIP along the different sets of components.
- Chi- Square Test of Independence. Used to test the significant relationship between level of awareness and satisfaction when the students are grouped according to profile.
- Order Rank Method. Used to identify which is first, second, or last and determines the position in a series when the scores have been arranged in order. The researchers used the ranking method to determine the result of the level of awareness and satisfaction of BSOA students on each service provided by the institution.

Results and Discussion

A. Level of Awareness of BSOA Students on Student-Centered Services

The following data provides the information on the level of awareness of BSOA students on student-centered services in terms of: CTHBM Dean's Office, Guidance Counseling Services, Medical Services, Library Services, Registrar Services, General Services, Student Affairs and Services, Internet Services, and Supreme Student Services. The students' responses were computed to determine the level of awareness of BSOA students on the services provided by the institution.

1. CTHBM Dean's Office

Table 1 below presents the awareness level of BSOA students regarding the services provided by the CTHBM Dean's Office. The findings indicate that students demonstrate the highest awareness of the office's role in addressing academic-related concerns. This suggests that the Dean's Office effectively communicate its involvement in supporting academic matters, such as curriculum guidance, reportorial requirements, and academic requirements. Students' recognition of these functions suggests that the office has maintained a visible presence in matters directly impacting student success. Closely following this are areas related to academic program guidance and initiatives that support academic success. The high ratings in these areas suggest that students understand the broader educational strategies and interventions promoted by the Dean's Office, including mentoring, academic monitoring, and program evaluation.

Table 1. Awareness Level on CTHBM Dean's Office

Indicators	WM	VI	Rank
1. I am aware that the Dean's Office assists with academic-related concerns.	3.24	Aware	1
2. I am aware that policies implemented by the Dean's Office are student-friendly.	3.09	Aware	8
3. I am aware that students can consult regarding curriculum-related queries at this office.	3.17	Aware	4
4. I am aware that academic grievances/complaints can be filed at the Dean's Office.	3.12	Aware	6
5. I am aware that updates on academic policies are disseminated through this office.	3.11	Aware	7
6. I am aware that the Dean's Office provides guidance on academic programs.	3.18	Aware	2.5
7. I am aware that the Dean's Office supports student academic success initiatives.	3.18	Aware	2.5
8. I am aware that the Dean's Office has a system for addressing student complaints.	3.14	Aware	5
9. The Dean's Office collaborates with other departments for student support.	3.07	Aware	9
10. I am aware that the Dean's Office offers resources for academic advising.	3.05	Aware	10
Average Weighted Mean	**3.14**	**Aware**	

The results imply that students are aware of the Dean's Office's responsibility in providing direction and oversight in academic planning and performance. Such awareness reflects the visibility of academic leadership functions, especially those that have a direct and immediate impact on students' academic experiences.

In contrast, lower awareness was observed in areas related to academic advising resources and interdepartmental collaboration for student support. Although these functions are essential, their comparatively lower ratings suggest that they may not be as visible or clearly communicated to students. This indicates that students may associate the Dean's Office more with direct academic concerns rather than advisory or collaborative roles.

The overall weighted mean of 3.14 falls under the "Aware" category, indicating general awareness but uneven recognition across service dimensions. This finding is consistent with Ching and Agbayani [7], who emphasized that students tend to recognize administrative roles that are highly visible and directly linked to academic concerns, while less visible functions require stronger communication strategies to enhance awareness.

2. Guidance and Counseling Services

Table 2 illustrates the awareness of BSOA students regarding Guidance and Counseling Services. The highest awareness was recorded in relation to confidentiality in counseling sessions, indicating that students generally trust the privacy and ethical standards upheld by the counseling office. This is a critical factor in encouraging students to seek

professional support. Students also showed moderate awareness of the counselors' ability to provide emotional support during times of crisis.

Table 2. Awareness Level on Guidance and Counseling Services

Indicators	WM	VI	Rank
1. I am aware that counseling services are available through routine interviews or walk-ins.	2.81	Aware	6
2. I am aware that guidance services include career development programs.	2.85	Aware	5
3. I am aware that mental health seminars are conducted regularly by this office.	2.69	Aware	10
4. I am aware that referrals to external mental health professionals are available if needed.	2.74	Aware	9
5. I am aware that aptitude testing is part of the guidance services offered to students.	2.76	Aware	8
6. I am aware that counseling sessions are confidential.	3.06	Aware	1
7. I am aware that guidance counselors provide emotional support during crises.	2.97	Aware	2
8. I am aware that career placement assistance is comprehensive.	2.95	Aware	3
9. I am aware that the office provides resources for personal development.	2.94	Aware	4
10. I am aware that the office offers workshops on stress management.	2.79	Aware	7
Average Weighted Mean	**2.86**	**Aware**	

The result suggests that while students recognize the supportive role of the office, this awareness may be limited to specific situations rather than a comprehensive understanding of available services. Lower awareness levels were observed in relation to referrals to external mental health professionals and the conduct of mental health seminars. These findings suggest insufficient visibility and promotion of extended mental health services and preventive mental health initiatives, which may limit student engagement with these resources. Students may not be fully aware of the extended support network beyond the counseling office, which could limit access to comprehensive mental health care and educational resources.

The overall weighted mean of 2.86 indicates that students are generally aware of the Guidance and Counseling Services, though gaps remain. While basic services such as confidentiality and immediate emotional support are recognized, more proactive and preventive services are less visible. This findings aligns with Djalante et al. [4], who emphasized that mental health programs relies on consistent implementation, visibility, and accessibility to the student body.

3. Medical Services

Table 3 presents the awareness level of BSOA students regarding Medical Services. The highest awareness was observed in emergency-related support, particularly the availability of first aid services on campus. This indicates that students are well-informed about immediate medical assistance, likely due to the visibility and urgency associated

with emergency services. Awareness of health promotion activities followed, reflecting moderate recognition of initiatives that address common health concerns.

Table 3. Awareness Level on Medical Services

Indicators	WM	VI	Rank
1. I am aware that first aid is readily available on campus through health services personnel.	3.00	Aware	1
2. I am aware that health seminars promoting wellness are conducted regularly on campus.	2.86	Aware	6
3. I am aware that vaccinations or preventive measures are offered by health services staff.	2.69	Aware	10
4. I am aware that student health records are maintained securely by health services personnel.	2.90	Aware	4
5. I am aware that free medical checkups are available to students periodically on campus.	2.72	Aware	9
6. I am aware that health services provide guidance on maintaining a healthy lifestyle.	2.85	Aware	7
7. I am aware that emergency medical assistance is available.	2.91	Aware	3
8. I am aware that health services collaborate with external health providers for referrals.	2.84	Aware	8
9. I am aware that health services promote awareness about common health issues.	2.96	Aware	2
10. I am aware that health services offer resources for nutrition and fitness.	2.87	Aware	5
Average Weighted Mean	**2.86**	**Aware**	

The findings suggest that informational campaigns related to basic health issues are reaching students, though their impact may be limited to general awareness rather than active engagement. In contrast, preventive health services such as vaccinations and free medical checkups received the lowest awareness ratings. This suggests that preventive healthcare initiatives may not be sufficiently emphasized or communicated, resulting in lower student recognition of these services.

The overall weighted mean of 2.86 places Medical Services under the "Aware" category. This finding is supported by Pettersson et al. [8], who noted that highly visible emergency services tend to receive higher awareness, while Cruden et al. [9] found that preventive health services often require stronger communication strategies to improve student awareness and utilization.

4. Library Services

Table 4 presents the awareness level of BSOA students regarding Library Services. The findings reveal that students demonstrate the highest awareness of the library's role in providing resources for academic research and project completion. This indicates that the library is strongly associated with its traditional academic function, particularly in supporting coursework and research requirements. Closely related to this is students' awareness of librarian assistance and information literacy support.

Table 4. Awareness Level on Library Services

Indicators	WM	VI	Rank
1. I am aware that a wide selection of books, journals, and resources is available in the library.	3.09	Aware	5
2. I am aware that computers and internet access are provided in library facilities for student use.	3.08	Aware	6
3. I am aware that library orientation sessions help familiarize students with its services and rules.	3.04	Aware	8
4. I am aware that digital resources like e-books or online databases can be accessed through library systems.	3.07	Aware	7
5. I am aware that borrowing policies ensure equitable access to resources among students and faculty members alike.	2.91	Aware	10
6. I am aware that librarians assist students during research activities.	3.19	Aware	2.5
7. I am aware that the library maintains a quiet and conducive environment for studying.	3.18	Aware	4
8. I am aware that the library offers resources for academic research and projects.	3.21	Aware	1
9. I am aware that the library provides facilities for group work and collaboration.	2.96	Aware	9
10. I am aware that the library offers workshops on information literacy.	3.19	Aware	2.5
Average Weighted Mean	**3.09**	**Aware**	

The results suggest that students recognize librarians as active facilitators of academic research rather than merely custodians of books. This awareness may stem from frequent interactions during research tasks and academic consultations. However, lower awareness was observed in areas related to borrowing policies and collaborative facilities such as group study spaces. These findings imply that while students frequently use academic resources, they may be less informed about procedural guidelines and alternative learning spaces offered by the library. Such services may be underemphasized during orientations or inadequately promoted.

The overall weighted mean of 3.09 places Library Services under the "Aware" category. This finding is supported by Santos and De Vera [5], who emphasized that students who frequently engage with research services tend to show higher awareness of library functions. Conversely, Bamidele and Omeluzor [6] noted that procedural and digital services often receive lower awareness due to limited promotion, which aligns with the present results.

5. Registrar's Services

Table 5 shows the awareness level of BSOA students regarding Registrar Services. The results indicate that students have the highest awareness of record security and the system for processing student document requests. This suggests that students strongly associate the Registrar's Office with the management and protection of academic records. Awareness of enrollment-related procedures also ranked relatively high, reflecting students' frequent interaction with the office during registration periods. These activities are often time-sensitive and mandatory, which increases their visibility and reinforces student awareness.

Table 5. Awareness Level on Registrar's Services

Indicators	WM	VI	Rank
1. The Registrar's Office provides orientation on academic policies and rules.	2.79	Aware	9
2. I am aware that commencement and graduation exercises are conducted by the Registrar's Office.	2.76	Aware	10
3. I am aware that updates on academic policies are disseminated through this office.	2.83	Aware	8
4. I am aware that transcripts and other documents are processed efficiently by this office.	3.06	Aware	7
5. I am aware that the Registrar's Office assists with enrollment processes.	3.10	Aware	5.5
6. I am aware that student records are maintained securely by this office.	3.16	Aware	1
7. I am aware that the Registrar's Office provides information on academic requirements.	3.12	Aware	3.5
8. I am aware that the Registrar's Office offers support for student registration.	3.12	Aware	3.5
9. I am aware that the Registrar's Office has a system for handling student records requests.	3.14	Aware	2
10. I am aware that the Registrar's Office collaborates with other departments for student support.	3.10	Aware	5.5
Average Weighted Mean	**3.02**	**Aware**	

From the table above, lower awareness was observed in the Registrar's role in administering graduation-related activities and providing orientation on academic rules and policies. This may be attributed to the infrequency of these activities or the limited exposure students have to them until later stages of their academic journey.

With an overall weighted mean of 3.02, Registrar Services fall under the "Aware" category. This finding aligns with [10] Osalia and Celis [10], who emphasized that student trust in registrar services is largely influenced by perceptions of efficiency and confidentiality. Meanwhile, Kim and Lee [11] found that ceremonial and policy-related responsibilities are often less recognized due to their episodic nature, supporting the current findings.

6. General Services

Table 6 summarizes the awareness level of BSOA students regarding General Services. The findings show that students are most aware of essential campus services such as security, utilities, and maintenance. This indicates that services with high visibility and daily relevance are more easily recognized by the student population. Students also demonstrated considerable awareness of the role of maintenance personnel in repairing damaged facilities.

Table 6. Awareness Level on General Services

Indicators	WM	VI	Rank
1. I am aware that our school provides general services such as security, utilities, and maintenance.	3.17	Aware	1
2. I know how to contact for concerns about campus security.	2.82	Aware	10
3. I am aware of the location of the security office or station within the campus.	3.03	Aware	7
4. I know the duties and responsibilities of the school's utility staff.	3.04	Aware	6
5. I am aware of how the school ensures cleanliness in classrooms, hallways, and common areas.	3.07	Aware	5
6. I know that the maintenance team is responsible for repairing damaged school facilities.	3.12	Aware	2
7. I am aware of the process for reporting facility or equipment issues.	2.91	Aware	9
8. I know the safety measures implemented by the school's general services team.	2.97	Aware	8
9. I am aware of the presence of security personnel during school events and activities.	.10	Aware	4
10. I understand the importance of general services in supporting student learning and safety.	33.11	Aware	3
Average Weighted Mean	**3.03**	**Aware**	

The result suggests that direct and observable services contribute significantly to student awareness, especially those that affect campus safety and functionality. However, lower awareness was evident in procedures related to reporting security concerns and facility issues. Although students are aware that such services exist, they may lack clear knowledge of the proper channels for communicating concerns, indicating a gap between service availability and procedural awareness.

The overall weighted mean of 3.03 places General Services under the "Aware" category. This finding is consistent with Girme et al. [12], who highlighted that visible support services tend to receive higher awareness. Additionally, Kahu and Nelson [13] noted that unclear reporting mechanisms often result in reduced student engagement, reinforcing the need for clearer communication strategies.

7. Students Affairs and Services

Table 7 presents the awareness level of BSOA students regarding the Student Affairs and Services (SAS) Office. The findings show that students are most aware of the office's role in considering student feedback when improving services. This suggests that feedback mechanisms are visible and that students recognize the office as a channel through which their concerns and suggestions can influence institutional improvements.

Awareness of initiatives promoting student engagement and participation also ranked highly. This indicates that activities and programs encouraging involvement are effective in increasing the visibility of the SAS Office.

Table 7. Awareness Level on Students' Affairs and Services

Indicators	WM	VI	Rank
1. I am aware that student organizations are supervised and monitored by this office.	3.06	Aware	3.5
2. I am aware that scholarships and financial assistance are facilitated through this office.	2.97	Aware	10
3. I am aware that rules for student behavior are administered by this office.	3.01	Aware	8
4. I am aware that student feedback is considered when improving services.	3.09	Aware	1
5. I am aware that resources for student development are provided by this office.	3.01	Aware	8
6. I am aware that the office promotes student engagement and participation.	3.08	Aware	2
7. I am aware that the office supports student welfare initiatives.	3.04	Aware	7
8. I am aware that the office collaborates with other departments for student support.	3.06	Aware	3.5
9. I am aware that the office offers guidance on student conduct and policies.	3.06	Aware	3.5
10. I am aware that the office provides opportunities for student leadership development.	3.06	Aware	3.5
Average Weighted Mean	**3.04**	**Aware**	

It can be observed that student-centered events and participatory programs appear to play a significant role in shaping students' perception of the office's relevance. On the other hand, lower awareness was observed regarding the facilitation of scholarships and financial assistance, as well as the administration of student conduct rules and development programs. This suggests that students may associate financial aid and disciplinary matters with other offices, leading to fragmented understanding of SAS responsibilities.

The overall weighted mean of 3.04 places SAS under the "Aware" category. This finding aligns with Al-Kumaim et al. [14], who emphasized that student affairs units gain higher visibility through engagement-driven activities. Similarly, Volkwein [15] noted that financial and regulatory functions are often less recognized unless clearly communicated within the office's scope.

8. Internet Services

Table 8 shows the level of awareness of BSOA students regarding Internet Services. The results indicate that students are highly aware of the availability of internet services on campus and their importance in supporting academic learning and research. This reflects the essential role of internet connectivity in modern educational environments.

It can be seen that moderate awareness was noted in relation to institutional policies governing internet use. This suggests that while students recognize the presence of internet services, their understanding of rules and usage guidelines may not be comprehensive.

Table 8. Awareness Level on Internet Services

Indicators	WM	VI	Rank
1. I am aware that our school provides internet services for students.	3.12	Aware	1
2. I know the areas within the campus where Wi-Fi is available	2.93	Aware	4
3. I am aware of the process for connecting to the school's Wi-Fi.	2.90	Aware	6
4. I know the rules and policies regarding the proper use of school internet services.	2.92	Aware	5
5. I am aware of the available bandwidth or speed of the school's internet connection.	2.77	Aware	8
6. I know who to contact in case of internet connection issues on campus.	2.59	Aware	10
7. I am aware of scheduled maintenance or downtime for the school's internet services.	2.63	Aware	9
8. I know the importance of internet services in supporting learning and research.	3.03	Aware	2
9. I am aware of any restrictions on websites or online platforms when using the school's internet.	2.94	Aware	3
10. I know the role of the IT or technical support team in maintaining internet services.	2.88	Aware	7
Average Weighted Mean	**2.87**	**Aware**	

Policy awareness may be limited to general expectations rather than detailed provisions. In contrast, the lowest awareness was observed in areas related to technical support, maintenance responsibilities, and contact points for internet-related concerns. This indicates a communication gap regarding operational and support mechanisms, which may hinder timely resolution of connectivity issues experienced by students.

The overall weighted mean of 2.87 falls under the "Aware" category. Yusuf and Alam [15] emphasized that access alone is insufficient without adequate awareness of support systems. Almahraj and Hejazi [17] further highlighted that transparent and consistent communication from IT offices significantly improves user awareness and satisfaction, supporting the need for clearer dissemination of technical support information.

9. Supreme Student Council (SSC)

Table 9 presents the awareness level of BSOA students regarding the Supreme Student Council (SSC). The findings show that students are highly aware of the existence of the SSC as an active student governing body. This indicates that the council maintains a visible presence within the institution.

Table 9. Awareness Level on Supreme Student Council (SSC)

Indicators	WM	VI	Rank
1. I know that our school has an active Supreme Student Council.	3.15	Aware	1
2. I am familiar with the current officers of the Supreme Student Council.	2.72	Aware	8
3. I am aware of the roles and responsibilities of the Supreme Student Council.	2.92	Aware	5
4. I know how the Supreme Student Council is elected.	2.93	Aware	4
5. I am informed about the projects and programs organized by the Supreme Student Council.	2.83	Aware	7
6. I am aware of the schedule of SSC-led activities for this school year.	2.72	Aware	8
7. I know how to approach the SSC for student concerns or suggestions.	2.71	Aware	10

8.	I have read or seen official announcements from the SSC (e.g., posters, social media, bulletin boards).	2.92	Aware	5
9.	I understand how the SSC represents students' voices in school decisions.	2.94	Aware	2.5
10.	I am aware of the SSC's achievements or contributions to the student body in the past year.	2.94	Aware	2.5
	Average Weighted Mean	**2.88**	**Aware**	

The result suggests that students generally understand the council's purpose in voicing student concerns and participating in school governance, even if direct interaction is limited. However, lower awareness was observed for accessibility to SSC officers and knowledge of the activity schedule. This indicates a gap in communication, which may prevent students from engaging fully with the council's initiatives or providing input on student concerns. Limited visibility of schedules and representatives reduces the opportunity for active participation.

The overall weighted mean of 2.88, the SSC falls under the "Aware" category. While students are aware of the council and its representational role, communication and accessibility could be improve to enhance engagement. This finding is consistent with Al-Kumaim et al. [14], emphasized that student governance organizations increase a sense of belonging and transparency, supporting the importance of visible SSC functions.

B. Level of Satisfaction of BSOA Students on Student-Centered Services

The level of awareness of BSOA students on student-centered services reflects how effectively institutional support mechanisms are communicated and recognized. The following data provides the information on the level of satisfaction of BSOA students on student-centered services in terms of, Dean's Office, Guidance Counseling, Medical, Library, Registrar, General, Student Affairs, Internet, and Supreme Student Council (SSC).

1. CTHBM Dean's Office

Table 10 below presents the level of satisfaction of BSOA students with the student-centered services provided by the Dean's Office. The highest-rated indicator was the provision of direction, resources, and oversight to ensure compliance with college policies and reportorial requirements. This further demonstrate students' recognition of the Dean's Office as an efficient and organized administrative unit that facilitates academic responsibilities and ensures smooth operations. The high ratings reflects students' appreciation of structured guidance in navigating institutional requirements.

Closely following were indicators related to supervision of curricular and instructional activities, guidance during personal emergencies, and monitoring of student activities in research, instruction, and extension. These items highlights the Dean's Office's dual role in administrative oversight and direct student support. Students' satisfaction in these areas suggests that the office effectively balances managerial responsibilities with attention to

student welfare. Lower satisfaction ratings were observed for consultation with faculty staff on student issues and maintenance of college facilities. These results indicate areas where students perceive opportunities for improvement, particularly in communication and facility management.

Table 10. Satisfaction Level on CTHBM Dean's Office

Indicators	WM	VI	Rank
1. Provide consultation to faculty or staff regarding student issues or concerns.	3.02	Satisfied	8
2. Supervise class schedule in coordination with program chairs of the college.	3.03	Satisfied	6
3. Supervise curricular, instructional, and other academic activities.	3.06	Satisfied	2.5
4. Recommend and assume responsibilities for the implementation of school policies, thrusts, and programs relevant to the College.	3.05	Satisfied	5
5. Enforce the admission and graduation requirements for students.	3.03	Satisfied	6
6. Provide guidance implementation for students during personal emergencies or difficult circumstances.	3.06	Satisfied	2.5
7. Initiate the maintenance and improvement of the College facilities, equipment, and machinery.	3.02	Satisfied	8
8. Conduct of consultation, dialogue, and engagement with students.	3.00	Satisfied	10
9. Spearhead, monitor, and evaluate the activities of the students in the area of instruction, research, production, and extension of the College.	3.06	Satisfied	2.5
10. Provides direction, resources, and oversight to help ensure the timely fulfilment of compliance of reportorial requirements in accordance with the College policies or procedures.	3.07	Satisfied	1
Average Weighted Mean	**3.04**	**Satisfied**	

It can be observed that while administrative efficiency is recognized, the translation of policies and resources into tangible support for both students and staff may require more proactive engagement. These findings suggest that students appreciate the Dean's Office's role in maintaining academic standards while offering support during challenging circumstances, reinforcing its function as both an academic and student-centered authority. However, relatively lower satisfaction levels were observed in areas involving consultation with faculty or staff regarding student concerns and the initiation of facility improvements. These findings imply that while the office performs well in academic leadership, there may be gaps in cross-functional coordination and infrastructure-related communication that affect student perception.

Overall, the average weighted mean of 3.03 places the Dean's Office under the "Satisfied" category. This aligns with Kim and Lee [7], who emphasized that effective academic supervision combined with student support enhances satisfaction. Additionally, Ching and Agbayani [7] stressed that consistent communication and engagement are key to further improving satisfaction with academic leadership services.

2. Guidance and Counseling Services

Table 11 shows the level of satisfaction of BSOA students regarding Guidance and Counseling Services. The findings reveal that students are most satisfied with orientation activities conducted for new students. This indicates that the office plays a crucial role in helping students adjust to the academic environment and understand institutional processes.

Table 11. Satisfaction Level on Guidance and Counseling Services

	Indicators	WM	VI	Rank
1.	Availability of counselling services for academic concerns.	2.95	Satisfied	8
2.	Provision of career guidance and planning.	2.94	Satisfied	9.5
3.	Assistance in personal and emotional issues.	2.94	Satisfied	9 .5
4.	Conduct of seminars or workshops on mental health and well-being.	3.03	Satisfied	5.5
5.	Confidentiality and professionalism of counsellors.	3.05	Satisfied	2.5
6.	Responsiveness to walk-in consultations.	3.01	Satisfied	7
7.	Availability of referral services for specialized needs.	3.05	Satisfied	2.5
8.	Conduct of orientation sessions for new students.	3.09	Satisfied	1
9.	Monitoring and follow-up of students with special needs.	3.03	Satisfied	5.5
10.	The office is responsive to the queries of the students/clients.	3.05	Satisfied	2.5
	Average Weighted Mean	**3.01**	**Satisfied**	

High satisfaction was also observed in areas related to counselor professionalism, confidentiality, responsiveness to inquiries, and availability of referral services. These results highlight students' positive perception of ethical standards and reliability within the counseling office, which are essential in building trust and encouraging service utilization. In contrast, lower satisfaction levels were noted in services related to academic counseling, career guidance, and assistance with personal or emotional concerns. This suggests that while foundational services are effective, students may expect more comprehensive and proactive support in areas directly linked to long-term academic and personal development.

The overall weighted mean of 3.01 falls under the "Satisfied" category. This finding is supported by Gonzales and Llamas [18], who emphasized the importance of confidentiality in counseling satisfaction. Furthermore, Brunner et al. [19] highlighted the need for continuous enhancement of counseling services to address evolving student needs, particularly in career and emotional support.

3. Medical Services

Table 12 presents the satisfaction level of BSOA students with Medical Services. The highest satisfaction rating was observed in the cleanliness and organization of the campus health clinic. This indicates that students place a high value on a hygienic and orderly healthcare environment, which contributes to their overall confidence in medical services. Students also expressed high satisfaction with the responsiveness of health personnel to

inquiries and health concerns, as well as the availability of basic medicines and mental health support services.

Table 12. Satisfaction Level on Medical Services

Indicators	WM	Indicators	Ranked
1. Availability of first aid and emergency medical services.	2.99	Satisfied	8
2. Provision of free basic medical checkups.	2.92	Satisfied	10
3. Availability of health education programs.	2.98	Satisfied	9
4. Responsiveness to student health concerns.	3.04	Satisfied	3.5
5. Cleanliness and organization of the health clinic.	3.10	Satisfied	1
6. Availability of over-the-counter medicines.	3.04	Satisfied	3
7. Conduct of health awareness campaigns.	3.01	Satisfied	7
8. Accessibility of health services for students with disabilities.	3.03	Satisfied	6
9. Availability of mental health support services.	3.04	Satisfied	3.5
10. The office is responsive to the queries of students/clients.	3.06	Satisfied	2
Average Weighted Mean	**3.02**	**Satisfied**	

These findings suggest that students appreciate the accessibility and readiness of medical staff in addressing immediate health needs. However, lower satisfaction ratings were recorded for health education programs and the provision of free medical checkups. This indicates that preventive and educational health services may not be fully meeting student expectations, pointing to a need for stronger emphasis on health promotion and preventive care. With an average weighted mean of 3.02, Medical Services are categorized as "Satisfied." This aligns with Mishima et al. [20], who noted that responsiveness and environment strongly influence satisfaction. Alharbi et al. [21] further emphasized the importance of preventive health initiatives, supporting the need for improved health education and outreach.

4. Library Services

Table 13 presents the level of satisfaction of BSOA students with Library Services. The highest-rated area was the use of reading area tables and individual carrels, reflecting students' appreciation for a conducive study environment. This suggests that the physical space and accessibility of study areas play a critical role in student satisfaction with library facilities. Closely following were satisfaction indicators related to library operating hours and staff responsiveness.

Table 13. Satisfaction Level on Library Services

Indicators	WM	VI	Rank
1. Inform about the new book acquisition and the facilities of the library.	2.92	Satisfied	9
2. Borrowing books for one month.	3.05	Satisfied	5
3. Schedule of library hours from 8:00 A.M to 5:00 p.m.	3.08	Satisfied	2.5
4. Availability of photocopying and printing services.	2.90	Satisfied	10

Indicators	WM	VI	Rank
5. Use of reading area tables and individual carrels.	3.11	Satisfied	1
6. Free browsing of printed resources.	3.07	Satisfied	4
7. Use of the audio-visual rooms for viewing video recordings.	3.00	Satisfied	7
8. Internet services and online resources are available for free.	2.98	Satisfied	8
9. Conduct of orientation regarding the use/availability of library services.	3.03	Satisfied	6
10. The office is responsive to the queries of students/clients.	3.08	Satisfied	2.5
Average Weighted Mean	**3.02**	**Satisfied**	

These results indicate that students value convenient access to library services as well as prompt and helpful support from librarians, which reinforces the perception of the library as a student-centered resource hub. Conversely, lower satisfaction ratings were noted in areas concerning photocopying and printing services, and communication regarding new book acquisitions and facilities. This suggests gaps in technical services and the dissemination of information about library resources, which may limit students' ability to fully utilize available tools. Overall, the weighted mean of 3.02 categorizes Library Services as "Satisfied." These findings are supported by Daugherty et al. [22], who emphasized that accessibility and responsiveness enhance user satisfaction, while Ayiah and Tamakloe [23] noted that inadequate technology and communication can negatively affect the perceived quality of library services.

5. Registrar Services

Table 14 displays the level of satisfaction of BSOA students with Registrar Services. Students expressed the highest satisfaction with core responsibilities, including record confidentiality, enrollment procedures, and the provision of statistical information. This indicates trust in the office's reliability and competence in handling essential academic processes.

Table 14. Satisfaction with Registrar Services

Indicators	WM	VI	Rank
1. Orientation of students on academic policies, rules, and regulations.	2.99	Satisfied	8.5
2. Conduct of commencement/graduation exercises.	3.00	Satisfied	7
3. Selection of academic awards.	2.97	Satisfied	10
4. Custody, security, integrity, and confidentiality of students' records.	3.06	Satisfied	1.5
5. Registration and enrolment of students.	3.06	Satisfied	1.5
6. Management, control, maintenance, accuracy, and issuance/release of students' records.	3.05	Satisfied	4
7. Information on statistical data on enrolment, graduates, drop-outs, etc.	3.06	Satisfied	1.5
8. Duration of timeframe in signing transcript of records, certificates, and other related documents.	2.99	Satisfied	8.5
9. Linkages with other registrars in connection with students' records and registrar concerns.	3.02	Satisfied	6
10. The office is responsive to the queries of the students/clients regarding academic records.	3.04	Satisfied	5
Average Weighted Mean	**3.02**	**Satisfied**	

Satisfaction with the management and issuance of student records also ranked high, suggesting that students perceive the Registrar's Office as efficient and dependable in completing routine administrative tasks. The consistent performance in these areas strengthens student confidence in the office. Lower satisfaction was observed in procedural and communication aspects, such as academic inductions and the selection process for academic awards. This indicates potential areas for improvement in transparency, coordination, and the clarity of procedural guidance provided to students. The overall weighted mean of 3.02 places Registrar Services under the "Satisfied" category. De Guzman and Nawusu et al. [24] emphasized that efficient and confidential handling of academic records is a major factor in student trust, while Awad et al. [25] noted that gaps in procedural communication can impact satisfaction, supporting the current findings.

6. General Services

Table 15 shows the level of satisfaction of BSOA students with General Services. Students reported the highest satisfaction with the availability and responsiveness of general support services, such as utilities, maintenance, and security. This suggests that essential services with a visible impact on daily campus life contribute most significantly to overall satisfaction. Satisfaction was also high regarding campus security measures, indicating that students value a safe learning environment. These results reflect the importance of security as a fundamental component of student wellbeing and confidence in institutional management.

Table 15. Satisfaction Level on General Services

	Indicators	WM	VI	Rank
1.	The cleanliness of the campus and school facilities is well maintained.	2.93	Satisfied	6
2.	Security personnel are polite and respectful.	2.89	Satisfied	8
3.	Facilities such as classrooms, restrooms, and study areas adequately meet students' needs.	2.86	Satisfied	9
4.	The process for school-related transactions (enrolment, ID, etc.) is fast and easy.	2.95	Satisfied	4
5.	The canteen offers good food at affordable prices.	2.76	Satisfied	10
6.	Security measures on campus provide a safe environment for students.	3.01	Satisfied	2
7.	Parking spaces are convenient and sufficient for students.	2.98	Satisfied	3
8.	Proper lighting and ventilation are maintained in all campus areas.	2.94	Satisfied	5
9.	Professionalism and courtesy of security personnel.	2.90	Satisfied	7
10.	General services are available and responsive when assistance is needed.	3.04	Satisfied	1
	Average Weighted Mean	**2.93**	**Satisfied**	

It can be observed that lower satisfaction ratings were observed in areas concerning the adequacy of classrooms, restrooms, study areas, and the quality of food provided by the canteen. These indicate deficiencies in the infrastructure and support services that affect the day-to-day student experience.

With an overall weighted mean of 2.93, General Services are categorized as "Satisfied." These results align with Kerimbayev [26], who noted that visible and responsive campus services increase satisfaction, while Johnson [27] highlighted that deficiencies in facilities and operational services negatively influence student perceptions of campus life.

7. Students Affairs and Services (SAS)

Table 16 presents the satisfaction level of BSOA students with the Student Affairs and Services (SAS) Office. Students reported the highest satisfaction with the office's responsiveness to inquiries regarding academic records. This indicates that effective communication and timely assistance are highly valued and contribute significantly to student confidence in the SAS Office. The next-highest satisfaction was observed in responsiveness to general health, nutrition, and special needs concerns. This suggests that students recognize and appreciate the office's efforts to provide comprehensive care, reflecting a student-centered approach that goes beyond purely academic services.

Table 16. Satisfaction Level on Students Affairs and Services (SAS)

Indicators	WM	VI	Rank
1. Supervision and monitoring of student organizations, including evaluation of their activities.	3.08	Satisfied	4.5
2. Facilitate the grant of scholarships and financial assistance/benefits for students.	3.08	Satisfied	4.5
3. Linkages established with other agencies on matters of student welfare development.	3.03	Satisfied	9
4. Create and administer rules for behavior and oversight of infractions committed by students/organizations.	3.01	Satisfied	10
5. Create and administer a variety of programs to meet the needs of the students.	3.07	Satisfied	7.5
6. Provide both physical and mental health care to students in the form of counselling.	3.07	Satisfied	7.5
7. Plan and conduct sports activities.	3.08	Satisfied	4.5
8. Responsive to the basic health, food, and safety concerns of students, especially those with special needs.	3.12	Satisfied	2
9. Ensure and promote the well-being of students.	3.11	Satisfied	3
10. The office is responsive to the queries of the students/clients regarding academic records.	3.15	Satisfied	1
Average Weighted Mean	**3.08**	**Satisfied**	

From the table above, lower satisfaction ratings were noted for activities such as establishing linkages with external agencies and administering student behavior rules. This may indicate that students are less aware of the office's broader responsibilities or that these functions are less visible and therefore have a weaker impact on perceived satisfaction.

The overall weighted mean of 3.08 places SAS under the "Satisfied" category. These findings are in line with Al-Kumaim et al. [14], who highlighted the critical role of student affairs units in holistic student development. Similarly, Weerasinghe and Fernando [28]

suggested that clearer communication regarding policy enforcement could further enhance student satisfaction and engagement.

8. Internet Services

Table 17 displays the satisfaction level of BSOA students with Internet Services. The highest-rated indicator was the security and protection of personal information while using the network, reflecting students' trust in cyber safety and confidence in institutional policies. Moderate satisfaction was observed for clarity of internet usage rules and the adequacy of the network in supporting academic work.

Table 17. Satisfaction Level on Internet Services

Indicators	WM	VI	Rank
1. The internet connection on campus is reliable and stable.	2.68	Satisfied	8.5
2. The internet speed is sufficient for academic requirements.	2.68	Satisfied	8.5
3. Access points (Wi-Fi spots) are available throughout most campus areas.	2.71	Satisfied	7
4. Connecting to the school's internet service is easy.	2.63	Satisfied	10
5. Online learning activities are supported smoothly by the internet service.	2.81	Satisfied	4
6. Technical support is available when an internet issue arises.	2.73	Satisfied	6
7. The internet service ensures the security and protection of personal information.	2.87	Satisfied	1
8. The hours of internet service availability meet students' needs.	2.78	Satisfied	5
9. Internet usage rules and regulations are clear and fair.	2.85	Satisfied	2.5
10. The internet service adequately supports academic work.	2.85	Satisfied	2.5
Average Weighted Mean	**2.76**	**Satisfied**	

These results suggest that while students generally accept and understand internet policies, they recognize some room for improvement in terms of performance and policy awareness. Conversely, the lowest satisfaction ratings were given to connectivity reliability, speed, and ease of access. This indicates a significant gap in the quality and accessibility of internet services, which may impact students' ability to efficiently conduct research, participate in online learning, or submit digital requirements.

With an overall weighted mean of 2.76, Internet Services are categorized as "Satisfied," though the margin indicates only moderate fulfillment of expectations. These findings align with Orogo [29] and Rudge [30], who emphasized that reliable and fast internet connectivity is critical for academic productivity and overall student satisfaction in modern higher education.

9. Supreme Student Council (SSC)

Table 18 shows the satisfaction level of BSOA students with the Supreme Student Council (SSC). The highest satisfaction rating was reported for the organization of enjoyable and beneficial student activities, indicating that students appreciate the SSC's role in promoting engagement, school spirit, and social involvement. The next-highest rating was given to the overall performance of the SSC, reflecting general approval of the

council's governance and student representation. This shows that students perceive the SSC as a functional and positive influence within the school community.

Table 18. Satisfaction Level on Supreme Student Council (SSC)

Indicators		WM	VI	Rank
1.	The council represents student interests fairly and effectively.	3.06	Satisfied	3.5
2.	Student concerns are listened to by council members.	3.01	Satisfied	10
3.	The council organizes activities that are enjoyable and beneficial for students.	3.11	Satisfied	1
4.	Information about upcoming events and decisions is communicated well by the council.	3.03	Satisfied	7.5
5.	Problems and complaints are addressed promptly by the council.	3.03	Satisfied	7.5
6.	Student participation in school programs is encouraged by the council.	3.06	Satisfied	3.5
7.	The council collaborates effectively with the school administration.	3.05	Satisfied	6
8.	The council promotes a positive school environment.	3.06	Satisfied	3.5
9.	Students' opinions and ideas are respected by the council.	3.03	Satisfied	7
10.	The overall performance of the Supreme Student Council is satisfactory.	3.07	Satisfied	2
	Average Weighted Mean	**3.05**	**Satisfied**	

From the table above, it can be observed that lower satisfaction was noted in areas such as responsiveness to student concerns and communication regarding future events or decisions. This highlights opportunities for the SSC to enhance transparency, feedback mechanisms, and accessibility to better connect with the student body.

The overall weighted mean of 3.05 places the SSC in the "Satisfied" category. These results are supported by Tan et al. [31], who noted that visible and interactive student governance enhances participation and trust. Meanwhile, Gaitan and Laganhon [32] emphasized that timely communication and responsiveness are essential for increasing student satisfaction with representative bodies.

Conclusion

The study indicates that BSOA students generally exhibit good awareness and satisfaction with institutional services, particularly in areas that are highly visible and directly affect their academic and personal experiences, such as guidance and counseling, library resources, registrar services, and student engagement initiatives. Lower awareness and satisfaction were noted in less visible or procedural areas, including preventive health services, financial assistance, internet support, and accessibility to student leadership. Overall, the findings suggest that while the institution effectively meets core student needs, there remain gaps in communication, visibility, and accessibility that could enhance overall student experience.

Recommendation

It is recommended that Camarines Sur Polytechnic Colleges further improve student-centered services by strengthening service delivery systems that emphasize consistency, responsiveness, and student engagement. The institution should enhance awareness initiatives through structured information dissemination, such as visible signage, online platforms, and regular service orientations, to ensure that all students are informed of available programs and procedures. Special attention should be given to services with lower awareness and satisfaction ratings by improving accessibility, upgrading facilities and technology, and ensuring timely responses to student concerns. Moreover, establishing clear feedback and reporting mechanisms will allow service units to address issues promptly and adjust strategies based on student needs. Sustained monitoring and collaborative coordination among offices will support continuous improvement and promote a more supportive, student-focused campus environment.

Conflict of Interest

The authors declare that there is no conflict of interest.

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