



# EVALUATION OF STUDENT SUPPORT SERVICES AS A BASIS FOR QUALITY IMPROVEMENT IN A UNIVERSITY SETTING: CASE OF QUEZON CITY UNIVERSITY

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**Abstract.** Student satisfaction has become an important tool for assessing the quality of services and support provided by higher education institutions in the changing educational environment. Abstract This study examines the student satisfaction on services at Quezon City University (QCU) using inputs of four administrative offices such as Admissions & Registrar, Finance & Scholarship, Guidance & Counseling and Office of Student Affairs (OSA). By employing a comprehensive student satisfaction survey, the research uncovers the elements impacting satisfaction, pinpoints areas for actionable improvement, and recommends strategic interventions to enhance service quality. The methodology uses a mixed-methods approach, integrating quantitative measures (e.g., weighted mean calculations, Net Promoter Scores, or NPS) with qualitative feedback. Data were collected from students across different academic years, which facilitates comparative analysis that may be able to identify patterns of temporal changes in





satisfaction. Analysis outlines strengths and challenges to service delivery. Students did say they appreciated current initiatives, but also identified responsiveness, communication and staff approachability as areas for growth. Data-driven student-centered approaches, timely proactive communication followed by continuous feedback mechanisms implementation is essential. These involve ensuring people and services are more accessible digitally, that processes are not overly bureaucratic and that staff are trained in student engagement. Addressing these insights empowers QCU to better meet the diverse needs of its students, create a nurturing academic environment, and enhance its overall commitment to excellence. This research underscores the power of data-driven strategies to revolutionize the student experience, creating a more responsive and enriching experience at the university.

**Keywords:** *student satisfaction; higher education; institutional support; quality improvement; student support services; Quezon City University*





## INTRODUCTION

In today's diverse educational landscape, students from various backgrounds, cultures, and abilities converge with the goal of developing skills that support both academic success and personal growth (Morrison, 2023). Recognizing this diversity, universities and colleges are increasingly focused on providing inclusive educational experiences to address the unique needs of their student populations. Delivering such experiences is essential to ensure that all students are effectively supported in their academic journeys. Consequently, evaluating student satisfaction has become a pivotal tool for institutions, helping them to make informed improvements across services and support structures.

Studies from around the world underscore the importance of student satisfaction in shaping higher education. For instance, studies conducted in the United Kingdom indicate that factors such as teaching quality, access to support services, and campus facilities as key influences on student satisfaction, particularly in graduate programs (Smith et al., 2017; Brown & Jones, 2018). These factors are not just essential to the individual experiences of students but are also increasingly seen as indicators of institutional quality and effectiveness. Similarly, in the dynamic landscape of the Philippine educational sector, there is a growing emphasis on ensuring high levels of student satisfaction and consistently enhancing the quality of services provided. Higher education institutions in the Philippines face unique challenges, such as limited resources and changing regulatory requirements, that can affect their ability to fully meet the diverse needs of their students.

Student satisfaction is a key indicator of how well universities meet students' academic and service needs. It encompasses various aspects, including academic quality, campus facilities, and support services. Recent research emphasizes the importance of strategies that engage students actively and gather accurate feedback to address their concerns. Data-driven decision-making enables universities to better adapt to the changing needs of students, fostering a more responsive and supportive environment, which ultimately boosts overall satisfaction.

As stated by Bueno (2023), a crucial role of student satisfaction with services and facilities is the enhancement of the graduate school experience. His study, *"Enhancing Graduate School Experience: A Comprehensive Evaluation of Student Satisfaction with Services and Facilities,"* demonstrates that higher satisfaction levels are associated with better academic performance, timely program completion, and improved well-being. Students who feel supported and have access to necessary resources show higher motivation and engagement. Additionally, satisfaction with campus services and facilities fosters a strong sense of belonging, enhancing positive perceptions of the institution. Bueno's research underscores how the quality of





services and infrastructure directly impacts students' academic success and overall experience.

According to Rodriguez and Gonzalez (2022), further exploring the positive impact of using student feedback to assess and improve institutional services is a must. Their case study shows that universities that actively collect and respond to student feedback can significantly enhance service quality, which leads to increased satisfaction. The study emphasizes that addressing student concerns through evaluations helps create a more supportive academic environment and strengthens student engagement with campus services. By prioritizing feedback, universities align their offerings with student needs, improving retention and academic success. Rodriguez and Gonzalez (2022) stress the importance of continuous service evaluation as a tool for institutional improvement.

Similarly, Baldwin and Johnson (2019) investigate how satisfaction surveys can be leveraged to enhance campus services. Their study demonstrates that systematic collection and analysis of student feedback allow universities to pinpoint areas for improvement, particularly in academic support and campus facilities. The findings show that actionable insights derived from surveys lead to meaningful changes, improving the overall student experience. By addressing concerns related to advising, library services, and learning environments, universities foster a more student-centered and responsive atmosphere. Baldwin and Johnson emphasize the ongoing role of feedback in ensuring continuous service quality improvement in higher education.

According to the findings of Lee and Choi (2020), examining the use of student satisfaction surveys in gathering feedback on various support services, including counseling, career services, and technological resources yields a greater workload for the better. Their study highlights the role of these surveys in identifying areas for improvement and enabling universities to make informed, data-driven decisions that enhance service quality and student satisfaction. By responding to student needs, universities can create a more supportive campus environment.

As per Estrellado (2023), the researcher explores the use of data analytics, particularly sentiment analysis, to improve decision-making in Philippine universities. The study demonstrates how analyzing student feedback through sentiment analysis helps universities identify specific areas for improvement, such as academic programs, campus services, and student engagement. This data-driven approach allows universities to make more informed decisions, tailoring improvements to address students' most pressing concerns. Estrellado's work emphasizes the power of modern data analytics in enhancing the responsiveness and effectiveness of service improvements in universities.





This action research study aims to address these issues at Quezon City University (QCU) by using a comprehensive student satisfaction survey to evaluate and improve the quality of university services. The study specifically seeks to identify the factors influencing student satisfaction outcomes and to enhance the effectiveness of measurable criteria within the survey itself. By gathering and analyzing student feedback, the research will highlight actionable areas for improvement, particularly through real-time feedback and personalized survey tools. This evidence-based approach aims to inform targeted interventions that ultimately enhance students' educational experiences at QCU. Meanwhile, for the access aspect, it should be made certain that every student can have direct access to staff employees, and it is necessary to improve dimensions which can increase students' satisfaction so that students are convinced of their choice of campus and then they are likely to recommend their chosen university and spread positive things about their institutions (Mulyono et al., 2020).

Eventually, this research underscores the importance of a proactive approach to student support. By focusing on student-centered quality improvements, this research supports the development of a nurturing academic environment at QCU, fostering both academic and personal growth. This proactive approach to student support emphasizes continuous feedback and improvement, aligning QCU's services with student expectations and reinforcing its commitment to creating a rewarding and engaging academic journey.

## METHODOLOGY

To accurately assess student satisfaction with the various support services provided, this study formulated distinct sets of questions tailored to the unique roles and functions of four key university offices of QCU: the Admissions & Registrar's Office, Finance & Scholarship, Guidance & Counseling Unit, and Office of Student Affairs. Recognizing that each office serves different aspects of student needs, the survey questions were designed to align with the specific services offered, allowing for a more targeted and meaningful evaluation.

### *Questionnaire Design and Formulation*

The survey questions were carefully designed to address the specific functions of each office and assess critical aspects of service quality. Each question set was developed based on established frameworks in student service quality and satisfaction, ensuring close alignment with the unique services offered by each office.

To effectively gauge overall satisfaction, the survey incorporated closed-ended questions, including a Likert scale for service-specific items. This scale allowed





respondents to rate their satisfaction across key dimensions, such as accessibility, responsiveness, and overall service effectiveness.

In addition, the survey utilized the Net Promoter Score (NPS) as a measure of student loyalty and advocacy. NPS, commonly used in satisfaction research, asks respondents, "How likely are you to recommend this service to others?" An NPS above zero (0) signifies that more students are likely to recommend the service, providing an accessible metric to assess loyalty. This score is essential in identifying areas where student support services are meeting expectations and where improvements may be needed.

The survey also included an open-ended section for students to share their experiences with each office, offering valuable qualitative insights to complement the quantitative data.

#### *Data Collection Methods*

This study employed a mixed-methods approach to gather comprehensive data on student satisfaction with support services. A combination of quantitative and qualitative techniques was used to analyze both satisfaction rates and detailed student feedback. Data collection was conducted through purposive sampling. Students from various academic programs received a questionnaire after utilizing services in the student support offices on the day of their scheduled appointments. The survey, designed to capture satisfaction levels across diverse student interactions with support services, was collected and tallied upon completion to ensure immediate feedback.

The quantitative component focused on measuring the satisfaction rate of students with different aspects of student support services. The survey incorporated rating scales to capture overall satisfaction, efficiency, and accessibility of services. The Net Promoter Score (NPS) was also used to gauge loyalty and satisfaction by asking students how likely they were to recommend university services. An NPS score above zero indicates positive recommendations and serves as a benchmark for student satisfaction levels.

For comparison purposes, the study used prior evaluations conducted during the 2022-2023 and 2023-2024 academic years. In the 2022-2023 period, the Guidance and Counseling Unit administered a survey to 1,908 students (representing 20% of the student population). In the 2023-2024 period, the QCU Student Support Services Evaluation expanded to include 3,054 students (also representing over 20% of the student population). These evaluations provided satisfaction ratings and NPS data, forming a basis for comparative analysis with the current study's findings.

To capture detailed insights into student satisfaction, the survey included a comment section for qualitative feedback. This allowed students to elaborate on their





experiences and provided valuable context for interpreting quantitative results. Qualitative responses were analyzed to identify recurring themes, concerns, and suggestions, highlighting areas for potential service improvements.

The evaluation process drew on comparative analysis across data collected in the past two academic years. By contrasting satisfaction ratings and NPS results from 2022-2023 and 2023-2024, this study aimed to observe any changes in student satisfaction over time and identify specific areas that may require further enhancements.

## RESULTS

This data provides an overview of student satisfaction and the likelihood of recommending various Student Services for the academic years 2022-2023 and 2023-2024 among students in Quezon City University (QCU). It includes two key metrics: the Satisfactory Rate, which reflects overall satisfaction on a scale from 1 being highly dissatisfied while 10 being highly satisfied, and the Net Promoter Score (NPS), which measures the percentage of students likely to recommend the service to others.

In addition, each criterion was given a weight after the replies were analyzed using a weighted mean computation. More significant responses can contribute more to the final average thanks to this calculation. The weighted mean can be calculated by multiplying the total number of response categories by their respective weights and dividing the result by the total number of weights. This method allowed for a full evaluation of the effectiveness of the student services.

The evaluation survey includes an open-ended section for students to share their experiences with key offices within Student Services, including Admissions and Registrar's Office, Finance and Scholarship, Guidance and Counseling, and the Office of Student Affairs (OSA). These services play an essential role in supporting students' academic journey and well-being, and the feedback highlights both positive aspects and areas for improvement.





**Table 1.**

Summary of Student Satisfaction and Net Promoter Score (NPS) Across Student Service Offices (2022-2024)

| Student Services                 | Satisfactory Rate |            |             | Net Promoter Score (NPS) |            |             |
|----------------------------------|-------------------|------------|-------------|--------------------------|------------|-------------|
|                                  | 2022-2023         | 2023-2024  | Difference  | 2022-2023                | 2023-2024  | Difference  |
| Admission and Registrar's Office | 8.7               | 8.6        | -0.1        | 67%                      | 51%        | -16%        |
| Finance and Scholarship          | 8.9               | 8.9        | 0.0         | 67%                      | 70%        | 3%          |
| Guidance and Counseling Unit     | 8.9               | 8.7        | -0.2        | 67%                      | 56%        | -11%        |
| Office of Student Affairs        | 8.9               | 8.9        | 0.0         | 84%                      | 65%        | -19%        |
| <b>Average Weighted Mean</b>     | <b>8.9</b>        | <b>8.8</b> | <b>-0.8</b> | <b>71%</b>               | <b>61%</b> | <b>-11%</b> |

Table 1 provides an overview of student evaluations across various student service offices. The satisfaction rating for the Admissions and Registrar's Office experienced a slight decrease, from 8.7 in the 2022-2023 academic year to 8.6 in 2023-2024, reflecting a modest change of -0.1. In contrast, the Net Promoter Score (NPS) showed a more significant decline, dropping from 67% in 2022-2023 to 51% in 2023-2024, a decrease of -16%. This substantial drop suggests a notable shift in student loyalty and a reduced likelihood of recommending the service.

Similarly, the Finance and Scholarship maintained a stable satisfaction rating of 8.9 in both academic years, showing no change. However, in contrast to the Admissions and Registrar's Office, the NPS for Finance and Scholarship increased from 67% in 2022-2023 to 70% in 2023-2024, a positive difference of 3%. This increase indicates a slight improvement in student loyalty and a greater likelihood of recommending the services.

Likewise, the Guidance and Counseling Unit experienced a small decline in satisfaction, with its rating dropping from 8.9 in 2022-2023 to 8.7 in 2023-2024, reflecting a modest decrease of -0.2. However, the NPS for this unit saw a more pronounced decrease, from 67% in 2022-2023 to 56% in 2023-2024, a decline of -11%. This notable reduction suggests a shift in student perceptions, indicating that fewer students are inclined to recommend the services of the unit.

At last, The satisfaction rating for the Office of Student Affairs remained unchanged at 8.9 from the 2022-2023 academic year to 2023-2024, indicating consistent student





satisfaction with the services provided. However, the NPS for OSA declined significantly, falling from 84% in 2022-2023 to 65% in 2023-2024, a decrease of -19%. This notable drop indicates a shift in student perceptions, suggesting reduced student loyalty and a lower likelihood of recommending the office's services.

The average weighted mean for the academic year 2022-2023 was 8.9, indicating a high level of student satisfaction. Similarly, the average weighted mean for the 2023-2024 academic year was 8.8, also reflecting high satisfaction. The difference between the two years is a slight decrease of -0.8. In contrast, the NPS increased from 71% in 2022-2023 to 61% in 2023-2024, showing a negative change of -11%.

**Table 2.**  
Categorized Student Feedback for Admissions and Registrar's Office (2022-2023)

| Category                           | Example                                                                                   | Count | Percentage (%) |
|------------------------------------|-------------------------------------------------------------------------------------------|-------|----------------|
| Responsiveness and Efficiency      | The Admission and Registrar's Office is already fast in giving responses and very helpful | 23    | 20.54%         |
| Professionalism and Friendliness   | Approachable and understanding to the students                                            | 16    | 14.29%         |
| Unprofessional Behavior            | Some of the staff have a high temper                                                      | 18    | 16.07%         |
| Improvement on Processing Speed    | I think we should speed up the processing of the documents                                | 14    | 12.50%         |
| Communication and Information Flow | Please give accurate and exact informations                                               | 16    | 14.29%         |
| Suggestions for Service Updates    | Faster online response - Announce ahead of time to avoid confusions on requirements       | 11    | 9.82%          |
| Satisfaction and Appreciation      | Thank you for assisting every student all the time                                        | 14    | 12.50%         |

Table 2 presents the main categories of student feedback for the Admissions and Registrar's Office, along with representative examples. The highest positive feedback was in the category of 'Responsiveness and Efficiency,' with 20.54% of students noting prompt responses and helpfulness. 'Professionalism and Friendliness' also received positive mentions from 14.29% of respondents, who appreciated the approachable and understanding staff.

On the other hand, 'Unprofessional Behavior' was the most significant concern, with 16.07% of students citing issues like high temper among some staff. Additional feedback includes a desire for 'Improvement on Processing Speed' (12.50%) and 'Better Communication and Information Flow' (14.29%), indicating areas where students feel there could be further enhancement.





**Table 3.**  
Categorized Student Feedback for Finance and Scholarship (2022-2023)

| Category                   | Example                                                                                               | Count | Percentage |
|----------------------------|-------------------------------------------------------------------------------------------------------|-------|------------|
| Timely Processing          | The process is so slow. I haven't received my allowance yet                                           | 43    | 14%        |
| Communication              | Needs consistent updates                                                                              | 37    | 12%        |
| Helpful Service            | The scholarship is very helpful to us, especially to those students who need more financial support   | 52    | 17%        |
| Friendly Staff             | They are kind and informative                                                                         | 15    | 5%         |
| Clear Instructions         | Provide instructions that are difficult to understand                                                 | 29    | 9%         |
| Responsive Staff           | Didn't respond as early as possible to concerned students                                             | 28    | 9%         |
| Efficient Process          | Improve the time in processing and provide updates to students so they are aware of what is happening | 32    | 10%        |
| Scholarship Funds          | Scholarship funds are always late                                                                     | 20    | 6%         |
| Gratitude                  | Thank you for supporting us                                                                           | 50    | 16%        |
| Transparency               | Always transparency                                                                                   | 15    | 5%         |
| System Improvements        | Use a web-based system to avoid relying on emails and to allow students to ask questions              | 10    | 3%         |
| Others (No Specific Issue) | No comment, "Satisfied"                                                                               | 30    | 9%         |

Table 3 summarizes categorized feedback on the Finance and Scholarship services for 2022-2023. The most positive feedback, with 17%, was for 'Helpful Service,' where students appreciated the financial support scholarships provided. This was closely followed by 'Gratitude' (16%), where students expressed thanks for the assistance received. The main area for improvement was 'Timely Processing,' noted by 14% of respondents who reported delays in allowance distribution. 'Communication' (12%) was also mentioned, with students wanting more regular updates. 'Efficient Process' (10%) and 'Clear Instructions' (9%) pointed to desires for faster processing and clearer guidance.

Additional comments highlighted the 'Friendly Staff' and 'Transparency' at 5% each, and a smaller 3% suggested moving to a web-based system for convenience. Finally, 9% of respondents had no specific issues or were satisfied with current services.





**Table 4.**  
Categorized Student Feedback for Guidance and Counseling Unit (2022-2023)

| Category                                  | Example                                                                                  | Count | Percentage |
|-------------------------------------------|------------------------------------------------------------------------------------------|-------|------------|
| Timely Response/Processing                | Sometimes too late to reply                                                              | 31    | 15%        |
| Helpful Service                           | Good job                                                                                 | 25    | 12%        |
| Clear Communication                       | Needs further improvement to assist the students' needs                                  | 20    | 10%        |
| Friendly/Accommodating Staff              | The personnel in our campus are accommodating and helpful                                | 18    | 9%         |
| Information Availability                  | I don't have much information about guidance and counseling                              | 15    | 7%         |
| Guidance and Counseling Support           | Thank you for the discipline                                                             | 14    | 7%         |
| Satisfaction                              | I'm highly satisfied                                                                     | 20    | 10%        |
| Improvements in Face-to-Face Interactions | Be more aggressive in terms of observing and doing face-to-face or online welfare checks | 17    | 8%         |
| Positive Appreciation                     | Thank you for your hard work                                                             | 30    | 14%        |
| Others (No Specific Issue)                | No comment, N/A, Nothing                                                                 | 23    | 11%        |

Table 4 summarizes student feedback on the Guidance and Counseling Unit for 2022-2023. Positive appreciation was the most cited feedback, with 14% of respondents expressing gratitude for the unit's work. 'Timely Response/Processing,' noted by 15%, highlighted a need for faster response times. Other key areas included 'Helpful Service' (12%) and 'Satisfaction' (10%), reflecting general approval, while 'Clear Communication' (10%) indicated a desire for better guidance. Additional comments pointed to the 'Friendly/Accommodating Staff' (9%) and a wish for more proactive 'Face-to-Face Interactions' (8%).





**Table 5.**  
Categorized Student Feedback for Office of Student Affairs (2022-2023)

| Category                            | Example                                                                           | Count | Percentage |
|-------------------------------------|-----------------------------------------------------------------------------------|-------|------------|
| Positive Feedback                   | Very good, Nice work<br>Excellent, Good job po                                    | 30    | 19%        |
| Helpful and Informative             | They are helpful and active,<br>Helpful in giving information<br>about activities | 20    | 13%        |
| Responsive and Approachable         | Responsible and responsive<br>to students, Direct help                            | 18    | 11%        |
| Need for Improvement                | Needs improvement, Late<br>respond, "Improve for better<br>service                | 12    | 8%         |
| Politeness and Communication Issues | Be polite to the students,<br>Masungit personnel                                  | 8     | 5%         |
| Updates and Announcements           | Informative and always<br>updated, Daily update on<br>transactions                | 12    | 8%         |
| Request for Programs/Activities     | Continue the University Week,<br>More activities and programs                     | 8     | 5%         |
| Guidance and Support                | THANK YOU FOR MAKING<br>US A BETTER PERSON,<br>Helpful in terms of support        | 6     | 4%         |
| Fair and Equal Treatment            | Counseling is unfair, Helped<br>fairly, Listen to both parties                    | 4     | 3%         |
| Satisfaction                        | Very satisfied, Satisfied,<br>Amazing                                             | 12    | 8%         |
| Quick Processing                    | They answered my inquiries<br>fairly quickly                                      | 4     | 3%         |
| Lack of Information                 | Not enough information for<br>returnees, Never been in that<br>department         | 7     | 4%         |
| Miscellaneous                       | No comment, Not observed, I<br>have no idea this exists                           | 15    | 9%         |

Table 5 presents student feedback for the Office of Student Affairs in (2022-2023). The most prominent category, 'Positive Feedback' (19%), included remarks such as 'Very good' and 'Nice work.' 'Helpful and Informative' responses, representing 13%, reflected appreciation for assistance in providing relevant information about activities.



**Table 6.**  
Categorized Student Feedback for Admissions and Registrar's Office (2023-2024)

| Category                           | Example                                                                                                                                          | Count | Percentage |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|
| No Comment                         | N/A, None                                                                                                                                        | 366   | 49.0%      |
| Positive Feedback                  | Thanks for quality service, Good and approachable, Very highly satisfied, They are helpful especially to students who are new in the campus      | 49    | 6.6%       |
| Suggest More Patience and Kindness | Please be patient and kind to students, Be more open to students, Please be polite                                                               | 26    | 3.5%       |
| Improve Queue and Waiting Time     | Continuously improve the queuing line, Too long queue, I suggest, students can be given numbers so they'll know who's next in the registrar line | 30    | 4.0%       |
| Communication and Transparency     | Advance update on important information, Admission should manage lines during enrollment, Fix the process system                                 | 17    | 2.3%       |
| Improve Approachability            | Be more approachable, Some staff are not so approachable, Make it more easy accessible in terms of directions about FAQs                         | 24    | 3.2%       |
| Staff Training for Better Service  | Some personnel are grumpy, Avoid being tempered when students are asking questions, Don't be high blood with students who ask a lot              | 25    | 3.3%       |
| More Consideration for Students    | Please consider student schedules, Some staff are rude to irregular students, Some personnel need to be more understanding                       | 21    | 2.8%       |
| Facilities and Resources           | Provide more fans, Better waiting system venue, Free Wi-Fi for students                                                                          | 9     | 1.2%       |
| Efficient Transaction Processing   | Improve faster transactions, All my concerns as a student are processed efficiently, Accommodating but transactions are slow                     | 19    | 2.5%       |
| Guidance for Processes             | Clear instructions for shift requests, Create electronic admission portal, Daily update on registration processes                                | 12    | 1.6%       |
| Encouraging Improvements           | Keep up the good work, All is good, Be consistent                                                                                                | 35    | 4.7%       |
| Additional Amenities               | Add National Geographic books, More electric fans, More friendly atmosphere                                                                      | 3     | 0.4%       |
| Specific Complaints on Staff       | Some personnel are rude in addressing concerns, Staff raised voice at students, Some admission staff are not friendly, especially in ID section  | 18    | 2.4%       |
| Suggestions for Policy Changes     | Improve policy on ROTC scheduling, Provide more info on NSTP, Lower the requirements if needed                                                   | 8     | 1.1%       |
| Others                             | Be accommodating even if it's exhausting, Thank you so much, Accommodating naman ang mga personnel                                               | 27    | 3.6%       |





Table 6 summarizes categorized student feedback for the Admissions and Registrar's Office (2023-2024). Nearly half of the responses fall under 'No Comment' (49.0%), suggesting many students had no specific feedback. Positive remarks, such as 'Positive Feedback' (6.6%), praise the helpful and approachable staff, while 'Encouraging Improvements' (4.7%) include messages of support for current efforts. Key areas for improvement include 'Queue and Waiting Time' (4.0%) and 'Efficient Transaction Processing' (2.5%), where students suggest ways to streamline processes. Additionally, 'Communication and Transparency' (2.3%) calls for better information-sharing practices.

**Table 7.**  
Categorized Student Feedback for Finance and Scholarship (2023-2024)

| Category                                 | Example                                                                                                                            | Count | Percentage |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------|------------|
| No Comment                               | N/A, None, Nothing, No comments                                                                                                    | 570   | 67.8%      |
| Delayed Scholarship/Allowance Release    | Scholarship takes too long, around 4 months, Allowance should be sent after or before end of the semester, not 1-2 semesters later | 15    | 1.8%       |
| Request for Faster Processing            | Faster transactions as much as possible, Improve process efficiency, Please reduce the waiting time for line up                    | 13    | 1.5%       |
| Positive Feedback                        | Good service, Thank you, Keep it up, Very helpful                                                                                  | 50    | 5.9%       |
| Request for Additional Financial Aid     | More scholarship benefits, Please help students with financial support in every campus, not just the main campus                   | 10    | 1.2%       |
| Suggestion for Improved Communication    | Be more active in updating about scholarships, It's hard to contact them                                                           | 5     | 0.6%       |
| Request for Clear Instructions           | More detailed information, Provide instructions on how to acquire stipend                                                          | 6     | 0.7%       |
| Issues with Registrar Staff Attitude     | People should be accommodating and friendly, It's disappointing they don't share information accurately                            | 3     | 0.4%       |
| Suggestion for Scholarship Criteria      | Consider student capacity and needs for scholarship recipients, Adjust minimum units requirement                                   | 4     | 0.5%       |
| Appreciation and Gratitude               | Thank you for supporting us, We appreciate your assistance                                                                         | 8     | 0.9%       |
| Satisfaction with Current Service        | Highly satisfied, I am satisfied with the service                                                                                  | 8     | 0.9%       |
| Suggestion for Improvement in Efficiency | Improve efficiency in processing transactions, Implement user-friendly online platform for scholarship applications                | 4     | 0.5%       |
| Concern About Missing Financial Aid      | I didn't get included in financial assistance despite good grades, Not all students get QCYDO scholarship                          | 3     | 0.4%       |
| Feedback on Financial Assistance Impact  | Scholarship is a big help, especially for students struggling financially, Alleviates financial burden                             | 7     | 0.8%       |





Table 7 shows student feedback for the Finance and Scholarship Office (2023-2024). The majority ('No Comment' at 67.8%) offered no specific input. Positive responses (5.9%) express gratitude for the supportive services, while 1.8% highlighted concerns about delayed scholarship releases. Students also requested faster processing (1.5%) and additional financial aid (1.2%). Other feedback pointed to clearer communication on scholarship updates (0.6%) and guidelines for stipend acquisition (0.7%). A few raised concerns about staff approachability and scholarship criteria. Overall, feedback emphasizes the importance of timely financial support and operational improvements.

**Table 8.**  
Categorized Student Feedback for Guidance and Counseling Unit (2023-2024)

| Category                                | Example                                                                                                     | Count | Percentage |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|-------|------------|
| No Comment                              | N/A, None, Nothing, No comment                                                                              | 380   | 74.1%      |
| Positive Feedback                       | Good, Very good at doing their job, They are nice and accommodating, Very helpful                           | 28    | 5.5%       |
| Appreciation and Gratitude              | Thanks for every help, well appreciated, Thank you for effort", "Keep it up                                 | 17    | 3.3%       |
| High Satisfaction                       | I am highly satisfied, Very highly satisfied, Satisfied                                                     | 15    | 2.9%       |
| Requests for Fairness and Balance       | I guess be fair, just don't be one-sided, I wish they would listen to both parties involved before deciding | 3     | 0.6%       |
| Helpful for Responsibility and Behavior | Helps students with behavior, This office helps students be more responsible                                | 4     | 0.8%       |
| Friendly and Approachable Staff         | Very approachable, Accommodating and soft-spoken                                                            | 7     | 1.4%       |
| Constructive Suggestions                | Systems a bit wacky but still viable, Much harsher punishment for misbehavior                               | 2     | 0.4%       |
| Strictness and Discipline               | Guidelines are more strict, but fine, System needs harsher punishments for discipline                       | 3     | 0.6%       |
| Guidance as Supportive Resource         | Guidance staff are kind with motivational words, Focus on mental, physical, and emotional needs             | 6     | 1.2%       |
| Requests for Consistency                | Just be consistent, Keep up the good work consistently                                                      | 3     | 0.6%       |
| Suggestions for Further Improvement     | More improvements needed, Needs to focus on specific student needs                                          | 2     | 0.4%       |
| Neutral or No Experience                | Never tried it but it's all good, Didn't go yet, Don't have an experience with counseling unit              | 12    | 2.3%       |





Table 8 shows student feedback for the Guidance and Counseling Unit (2023-2024). The majority ('No Comment' at 74.1%) did not provide specific input, indicating limited interaction or experience with the unit. Positive feedback (5.5%) acknowledged helpful and approachable staff, while 3.3% expressed appreciation for the support offered. A smaller portion of students expressed high satisfaction (2.9%) and noted that the unit encourages responsibility and behavior (0.8%). Some students suggested a need for fairness (0.6%) and consistency (0.6%) in handling concerns, while 1.2% valued the unit's support for mental, physical, and emotional needs. Constructive suggestions included improving systems and discipline measures (0.4%).

**Table 9.**  
Categorized Student Feedback for Office of Student Affairs (2023-2024)

| Category                                | Example                                                                                                  | Count | Percentage |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------|-------|------------|
| No Comment                              | N/A, None, No comment, No comments                                                                       | 370   | 76.2%      |
| Appreciation and Gratitude              | Thank you, Thank you for support, Good job, We appreciate your effort                                    | 14    | 2.9%       |
| Positive Feedback                       | Good, Highly satisfied, Very helpful, Accommodating, Informative office                                  | 12    | 2.5%       |
| Requests for More Programs              | More programs to reduce stress, We want more events, More student programs                               | 6     | 1.2%       |
| Need for Improved Staff Attitude        | Masungit <u>yung</u> mga nandiyan, Mainit palagi ulo ng mga staff, Sometimes rude or inappropriate jokes | 7     | 1.4%       |
| Requests for Better Cooperation         | Need to cooperate with students needing help, Listen to both parties before making decisions             | 5     | 1.0%       |
| Suggestions for Event Management        | Manageable and doable on events, Events cut off students like me                                         | 3     | 0.6%       |
| Request for Partnership with Other Orgs | Hope they can work with QCU Esports, Cooperate with student organizations                                | 2     | 0.4%       |
| Suggestions for Better Communication    | Approach us more kindly, Give updates quickly                                                            | 3     | 0.6%       |
| Neutral or No Experience                | Didn't go yet, Never been there                                                                          | 6     | 1.2%       |
| Praise for Professionalism              | Personnels are good, easy to communicate, Excellent work by staff                                        | 5     | 1.0%       |
| Suggestions for Consistency             | Be consistent, Keep it up                                                                                | 4     | 0.8%       |



Table 9 shows student feedback for the Office of Student Affairs (2023-2024). A large majority ('No Comment' at 76.2%) provided no specific feedback, possibly indicating limited direct interaction. Appreciation and gratitude were expressed by 2.9% of students, while 2.5% shared positive feedback on helpfulness and support. Requests for more student programs (1.2%) and suggestions for improved staff attitude (1.4%) reflect areas for potential enhancement. A smaller portion (1.0%) emphasized the importance of staff cooperation with students, while 0.6% noted improvements for event management and communication. Other comments highlighted the desire for consistency (0.8%) and professional interactions (1.0%).

## DISCUSSION

Based on the comprehensive feedback analysis from Quezon City University (QCU) student responses across various offices, the discussion emphasizes areas of strength and potential improvement in student services, with actionable insights for refining institutional support. This research spans four key administrative offices: Admissions & Registrar, Finance & Scholarship, Guidance & Counseling, and Office of Student Affairs, each vital to enhancing the student experience.

The data reflects a substantial portion of students either offering no feedback or expressing gratitude, indicating satisfaction with existing services. Positive mentions in each office's feedback signify a baseline appreciation for current practices. However, the prevalence of neutral or "no comment" responses underscores a possible lack of engagement or awareness, suggesting that proactive communication or clearer service promotion could benefit overall perception.

For the Admissions & Registrar's Office, feedback focuses on the need to improve waiting times and staff approachability, aligning with findings from studies like those of Gunduz et al. (2023), which highlight the importance of operational efficiency in educational settings. Positive sentiments are tempered by suggestions for a streamlined queuing process, possibly through digital tools to enhance student convenience and satisfaction.

The Finance & Scholarship Office garnered significant positive feedback for its support but also faced critique over scholarship and allowance disbursement delays. Students emphasized the importance of efficient processing, mirroring global research on institutional support's role in student retention and success (Hassan et al., 2021b). Suggestions for quicker transaction processing and clearer instructions further reflect a demand for transparent, timely support mechanisms.

Guidance & Counseling received relatively fewer responses but high satisfaction ratings from those who had utilized its services. Requests for balanced decision-making and constructive suggestions on discipline highlight the need for empathetic,





student-centered support, aligning with the role of such units in fostering student well-being and development.

Lastly, feedback for the Office of Student Affairs emphasized appreciation for existing support but also indicated interest in more student programs. The call for additional events and partnerships with student organizations signals a need for diversified programming that aligns with student interests and fosters a vibrant campus community.

In terms of limitations, while the study encompasses all students from different campuses, feedback remains constrained to self-reported experiences, which might vary based on individual expectations or office interactions. Future research could address these variances through broader data collection methods and by considering cross-office collaborations for service improvements. Addressing these insights holistically offers QCU a pathway to not only refine current operations but also align student support services with evolving academic and personal needs, fostering a more resilient and responsive university environment.

## CONCLUSION

Based on the analysis of student feedback across the Quezon City University campuses, it can be concluded that while students largely appreciate the services offered by the Admissions & Registrar's Office, Finance & Scholarship, Guidance & Counseling Unit, and Office of Student Affairs, notable areas for improvement remain. Positive feedback highlights the efforts of each office in assisting students, indicating a solid foundation for service delivery. However, the findings also reveal concerns regarding responsiveness, communication, and perceived staff approachability. Addressing these issues can significantly enhance the overall student experience and satisfaction with university services.

The research underscores the importance of continuous assessment and responsiveness to student needs in fostering effective support services. A more proactive approach to transparency, responsiveness, and clearer communication protocols could address the primary areas of concern, ultimately aligning service quality with student expectations across all campuses.

While this study gathered comprehensive feedback from all students from Quezon City University, future research could explore a longitudinal analysis to track service improvements over time. Additionally, initiatives that focus on enhancing the digital accessibility of services and increasing staff training in student engagement are recommended. Such developments could strengthen student relations, optimize service efficiency, and support QCU's commitment to delivering high-quality student support services.





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