

# Measuring Customer Satisfaction of Students in the College of Computer Studies

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student satisfaction, higher education quality, computer studies, technology programs, institutional services

**Abstract.** Student satisfaction is widely recognized as a crucial indicator of educational quality and institutional effectiveness in higher education, particularly in technology-related programs where academic experiences, learning resources, and institutional support services converge to influence student outcomes. This study aimed to examine the level of satisfaction among students in the College of Computer Studies at the University of Cebu – Lapu-Lapu and Mandaue (UCLM) and to identify the factors that significantly influence their overall satisfaction with institutional services. Employing a descriptive-correlational research design, the study gathered data from 554 students enrolled in various programs within the college through a structured survey questionnaire. The instrument assessed multiple dimensions of student satisfaction, including instructional quality, academic advising and student support, learning resources, and campus facilities. Data were analyzed using frequency counts and percentages to describe respondent profiles, weighted mean to determine the level of satisfaction, chi-square tests of independence to examine relationships between variables, and regression analysis to identify the most significant predictors of overall satisfaction. The findings revealed that students generally expressed a high level of satisfaction with the institutional services provided by the university. Among the factors examined, academic advising and student support, instructional quality, and the availability of learning resources emerged as the strongest predictors of overall satisfaction. However, certain areas, particularly internet connectivity within the campus, were identified as aspects requiring improvement. These findings highlight the importance of adequate infrastructure and accessible technological resources in shaping positive student perceptions and learning experiences. The study concludes that student satisfaction is multidimensional and influenced by a dynamic interaction of academic, administrative, and resource-related factors. Addressing these dimensions holistically can enhance the overall educational experience, strengthen student engagement, and improve institutional effectiveness through continuous enhancement of instructional practices, support services, and technological infrastructure.

## Introduction

In higher education, customer satisfaction has emerged as a critical measure of institutional effectiveness, particularly as universities face growing competition and increasing demands from stakeholders (Aithal & Maiya, 2023). For students, satisfaction extends beyond academic achievement to include their overall learning environment, access to resources, and the support systems provided by the institution (Kakada et al., 2019). When students are satisfied, they are more likely to persist in their studies, demonstrate higher engagement, and contribute positively to the reputation of the university. As such, understanding the factors that influence student satisfaction has become an essential undertaking for

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colleges and universities striving to maintain quality standards and remain responsive to student needs (Santos et al., 2020; Montebon and Bachanicha, 2018).

Within the context of computer studies, the issue of student satisfaction is even more pressing (Giray, 2021). Programs in information technology, computer science, and related fields are inherently dynamic, requiring not only competent instructional delivery but also up-to-date infrastructure and resources. Moreover, the rapid technological advancements and the integration of digital platforms in teaching and learning environments further highlight the necessity of assessing the adequacy of instructional quality, learning resources, and IT infrastructure. In addition, academic advising and administrative services play a significant role in shaping the student experience, ensuring that learners receive timely guidance and efficient processes that facilitate their academic journey.

Several studies in the Philippines and abroad have explored student satisfaction across various disciplines, often emphasizing teaching performance, facilities, and support systems. However, limited empirical investigations have explicitly focused on the College of Computer Studies in private higher education institutions such as the University of Cebu Lapulapu and Mandaue (UCLM). While related research has been conducted in the fields of nursing, business, and engineering, there remains a notable gap in understanding how satisfaction is measured among computer studies students whose academic needs are uniquely tied to digital tools, modern laboratories, and IT infrastructure. This research gap underscores the need for a systematic evaluation that considers not only instructional quality but also the technological and administrative support that significantly influence the academic success of computer studies students.

Given this background, the present study seeks to evaluate the level of satisfaction of students in the College of Computer Studies at UCLM. Specifically, it will examine the relationships between instructional quality, learning resources and IT infrastructure, academic advising and student support, and administrative services and processes in relation to overall student satisfaction. By addressing this gap, the study will generate valuable insights for administrators, faculty, and policymakers to enhance the quality of services offered to students and to strengthen the institution's responsiveness to the evolving demands of computer studies education.

Ultimately, this study aims not only to measure satisfaction but also to provide a foundation for continuous improvement, ensuring that the College of Computer Studies at UCLM remains at the forefront of delivering high-quality, student-centered education in the digital era.

## Review of Related Studies

Student satisfaction has increasingly been studied in Philippine higher education as institutions adopt customer-centered frameworks to assess and improve service quality. Micabalo, Cano, and Montilla (2020) examined the overall satisfaction of students at the University of Cebu Lapu-Lapu and Mandaue Campus, focusing on instructional quality, student services, and institutional image. Using a descriptive design, the authors found that students generally expressed high levels of satisfaction but also highlighted areas for improvement, particularly in enrollment, payment systems, and administrative responsiveness. Their study underscores the importance of addressing operational inefficiencies, as these directly influence students' perception of institutional performance and their overall educational experience.

Similarly, Anit (2024) explored customer satisfaction with frontline service delivery at San Sebastian College-Recoletos de Cavite through a mixed-methods approach. Surveying both senior high school and college students, the study revealed that although most students were satisfied with services such as admissions, registrar, and counseling offices, there were notable differences in satisfaction levels between student groups. The research emphasized the operational challenges faced by frontline staff, particularly in ensuring timeliness and efficiency. This study reinforces the need to examine the quality of administrative services that often shape students' first impressions and day-to-day academic experiences.

Gorospe, Rabanal, and Talosa (2021) further expanded the focus on frontline service satisfaction by analyzing responses from over two thousand students and employees at Cagayan State University, Aparri campus. Their findings indicated a very high overall level of satisfaction, though significant variations were observed across age groups and academic colleges. Notably, the study employed a validated institutional questionnaire and highlighted differences in satisfaction among students from information and computing sciences programs. It points to the necessity of contextualizing satisfaction studies at the program or college level, particularly in technology-oriented disciplines such as computer studies.

While frontline and administrative services are critical, other studies highlight the significance of academic support and campus services in shaping student satisfaction. Patulin (2025) conducted a large-scale survey across five campuses of Surigao del Norte State University involving more than 3,600 students. The study assessed satisfaction with services such as the library, guidance, computer and internet facilities, health services, and canteen operations. Although the results

showed generally positive feedback, areas such as computer laboratories and internet access received lower ratings. These findings are particularly relevant to computer studies students, for whom access to functional laboratories and stable internet connections is essential for academic success.

In addition, Bironia and Ecat (2023) examined student satisfaction in a private tertiary institution, focusing on services including safety and security, guidance, and administrative support. Their results indicated high satisfaction levels overall, with variations across academic programs. The authors argued that service quality plays a vital role in institutional reputation and student retention, suggesting that continuous monitoring of service delivery is crucial for private colleges and universities. The study affirms that satisfaction is a multidimensional construct shaped by both academic and non-academic experiences, making it essential for institutions to address all facets of student life.

Taken together, these studies demonstrate that a combination of administrative efficiency, frontline service quality, and the adequacy of academic support facilities influences student satisfaction in Philippine higher education. While students generally report positive experiences, recurring issues such as administrative delays, uneven service delivery across programs, and limited technological resources persist. For a College of Computer Studies, these findings underscore the importance of evaluating both service-related factors (e.g., registrar and enrollment processes) and academic resources (e.g., computer laboratories, internet connectivity) to obtain a comprehensive picture of student satisfaction.

## Methodology

This study utilized a quantitative descriptive-correlational design to measure the satisfaction of students in the College of Computer Studies at the University of Cebu Lapulapu and Mandaue (UCLM). The descriptive approach was used to determine the level of student satisfaction across four independent variables—Instructional Quality, Learning Resources & IT Infrastructure, Academic Advising & Student Support, and Administrative Services & Processes. The correlational component examined the extent to which these factors are associated with the dependent variable, Overall Student Satisfaction. This design is appropriate as it allows for the systematic quantification of student perceptions and provides empirical evidence on the relationships among the identified variables.

The study was conducted at the University of Cebu Lapulapu and Mandaue Campus (UCLM), specifically within the College of Computer Studies (CCS). The College offers degree programs in Information Technology, Computer Science, and related computing fields. The respondents of the study were officially enrolled CCS students during the Academic Year 2025–2026. A stratified random sampling technique was applied to ensure representation across year levels (first year to fourth year). Using Slovin's formula at a 5% margin of error, the required sample size was determined from the total CCS student population. Participation was voluntary, and anonymity was maintained to uphold ethical research practices.

The primary data-gathering tool was a structured survey questionnaire developed by the researchers based on relevant literature and adapted from existing student satisfaction instruments. The survey was divided into five sections: Instructional Quality – items assessed teaching competence, clarity of instruction, and pedagogical effectiveness. Learning Resources & IT Infrastructure – items measured accessibility and adequacy of computer laboratories, simulation software, internet connectivity, and online learning platforms. Academic Advising & Student Support – items evaluated guidance services, mentoring, and availability of support programs for students. Administrative Services & Processes – items measured efficiency, responsiveness, and accessibility of administrative functions, including enrollment, scheduling, and documentation. Overall Student Satisfaction – items captured general satisfaction with the program, learning environment, and institutional support. A 5-point Likert scale was employed, ranging from 5 – Very Satisfied to 1 – Not Satisfied. The instrument was subjected to content validation by experts in education and research, and pilot testing was conducted with a small group of CCS students to determine reliability. The reliability coefficient (Cronbach's alpha) was computed to ensure internal consistency.

The following statistical tools were employed in the analysis:

- Descriptive Statistics – mean and standard deviation were computed to describe the levels of student satisfaction across the variables.
- Weighted Mean – used to determine the overall satisfaction level of students.
- Chi-Square Test of Independence – used to examine the relationship between the independent variables (Instructional Quality, Learning Resources & IT Infrastructure, Academic Advising & Student Support, Administrative Services & Processes) and the dependent variable (Overall Student Satisfaction).

- Multiple Regression Analysis was conducted to determine which factors significantly predict overall student satisfaction, and a stepwise method was used to identify which among the independent variables significantly predict overall satisfaction, thereby establishing the strongest contributors to student satisfaction.
- Significance Testing (p-value) – applied to determine the strength and significance of correlations.
- The results of the statistical treatment were interpreted in light of existing literature, providing empirical evidence for conclusions and recommendations.

## Results and Discussion

This section presents and interprets the findings of the study on the satisfaction of Computer Studies students at the University of Cebu Lapu-Lapu and Mandaue (UCLM). The results are organized according to the independent variables, namely instructional quality, learning resources and IT infrastructure, academic advising and student support, and administrative services and processes, and their relationship with the dependent variable, overall student satisfaction. The analysis highlights both the levels of satisfaction across these domains and the statistical relationships among the variables. These findings are further discussed in relation to existing literature, providing a deeper understanding of the implications for computer studies education, technological support, curriculum enhancement, and institutional management.

Variable	Category	Frequency	Percent
<b>Age</b>	18–20 years old	342	61.70
	21–23 years old	179	32.30
	24–26 years old	19	3.40
	27 years old and above	14	2.50
	<b>Total</b>	<b>554</b>	<b>100.00</b>
<b>Course</b>	BSIT	478	86.30
	BSCS	76	13.70
	<b>Total</b>	<b>554</b>	<b>100.00</b>
<b>Gender</b>	Male	406	73.30
	Female	142	25.60
	Prefer not to say	6	1.10
	<b>Total</b>	<b>554</b>	<b>100.00</b>
<b>Year level</b>	First year	196	35.40
	Second year	33	6.00
	Third year	272	49.10
	Fourth year	53	9.60
	<b>Total</b>	<b>554</b>	<b>100.00</b>

Table 1. Profile of the Respondents

The profile of the respondents in the College of Computer Studies, as shown in Table 1, indicates that the majority of students are young adults aged 18–20 years old, equivalent to 61.7%, followed by those aged 21–23 years old, equivalent to 32.3%, suggesting that most participants are traditional college-aged students. In terms of course distribution, a large proportion are enrolled in BSIT, equivalent to 86.3%. At the same time, a smaller portion is in BSCS, equivalent to 13.7%, reflecting the dominance of the BSIT program among the surveyed students. The gender composition reveals a strong male predominance, equivalent to 73.3%, compared to females, equivalent to 25.6%, with a tiny percentage preferring not to disclose, equivalent to 1.1%. Regarding year level, most respondents are in the third year, equivalent to 49.1%, followed by first-year students, equivalent to 35.4%. In contrast, second- and fourth-year students represent smaller percentages, indicating that the survey captured a broad range of student experiences across different stages of the program.

These findings imply that instructional strategies, support services, and program interventions should primarily cater to younger adult learners, with consideration for the experiences of students in different year levels. The higher number of BSIT students suggests that findings may be more reflective of the BSIT program. At the same time, the strong male dominance highlights the importance of fostering inclusivity and encouraging female participation in computing programs.

These observations are consistent with previous studies, which emphasize that demographic characteristics such as age, gender, course, and year level influence student learning experiences, engagement, and satisfaction in technology-focused programs (Deniega et al, 2026; Biner et al., 2003; Al-Azawei, Parslow, & Lundqvist, 2016; Nguyen et al., 2019; Smith & Caruso, 2010).

Indicators	Mean	Interpretation	Rank
<b>A. Overall Student Satisfaction</b>			
• I feel proud to be enrolled in the BSIT program at UCLM.	4.02	Satisfied	1
• I would recommend the BSIT program to prospective students.	3.99	Satisfied	2
• The BSIT program meets my expectations for quality education.	3.90	Satisfied	3
• Overall, I am satisfied with my experience as a BSIT student in the College of Computer Studies.	3.85	Satisfied	4
• The College of Computer Studies is addressing my learning needs.	3.84	Satisfied	5
• I am satisfied with the value I receive relative to my time and tuition.	3.77	Satisfied	6
<b>Aggregate Mean</b>	<b>3.89</b>	<b>Satisfied</b>	
<b>B. Instructional Quality</b>			
• Instructors demonstrate strong content expertise in their specialized IT areas.	3.98	Satisfied	1
• Course content is up-to-date and aligned with current industry practices.	3.97	Satisfied	2
• Assessments (quizzes, projects, exams) fairly measure the intended learning outcomes.	3.93	Satisfied	3
• Teaching methods (lectures, labs, activities) effectively support my learning.	3.92	Satisfied	4
• Faculty explain IT concepts clearly and at an appropriate level of difficulty.	3.83	Satisfied	5
• Instructors provide timely and constructive feedback on my work.	3.81	Satisfied	6
<b>Aggregate Mean</b>	<b>3.91</b>	<b>Satisfied</b>	
<b>C. Learning Resources &amp; IT Infrastructure</b>			
• The Learning Management System (e.g., LMS) is stable and easy to use for my classes.	4.09	Satisfied	1
• Computer laboratories are sufficient in number and availability when needed.	4.06	Satisfied	2
• Required software tools (e.g., IDEs, databases, virtualization) are updated and accessible.	4.00	Satisfied	3
• Hardware (PCs, servers, peripherals) performs adequately for programming and lab tasks.	3.96	Satisfied	4
• Access to reference materials (digital libraries, e-books, documentation) supports my learning.	3.81	Satisfied	5
• Internet connectivity on campus reliably supports coursework and research.	3.20	Moderately Satisfied	6
<b>Aggregate Mean</b>	<b>3.85</b>	<b>Satisfied</b>	
<b>D. Academic Advising &amp; Student Support</b>			
• Communication about academic policies and deadlines is clear and consistent.	3.97	Satisfied	1
• Career guidance activities (talks, industry linkages) are relevant to the BSIT pathways.	3.93	Satisfied	2
• Program coordinators address student concerns promptly.	3.88	Satisfied	3
• Academic advisers are available and provide clear guidance on program requirements.	3.85	Satisfied	4
• Student support services (counseling, tutoring, remediation) are responsive to my needs.	3.81	Satisfied	5

• I receive helpful support for capstone projects and/or OJT placement.	3.75	Satisfied	6
<b>Aggregate Mean</b>	<b>3.87</b>	<b>Satisfied</b>	
<b>E. Administrative Services &amp; Processes</b>			
• Grievances and appeals are handled transparently and fairly.	3.85	Satisfied	1
• Cashiers and other front-line employees are courteous and service-oriented.	3.84	Satisfied	2
• Requests for documents/records (e.g., COR, grades) are handled promptly.	3.80	Satisfied	3
• Official announcements (email, portal, bulletin) are accurate and timely.	3.78	Satisfied	4
• Class schedules and room assignments are released clearly and on time.	3.77	Satisfied	5
• Enrollment and registration processes are efficient and organized.	3.76	Satisfied	6
<b>Aggregate Mean</b>	<b>3.80</b>	<b>Satisfied</b>	

Table 2. The Level of Satisfaction as Perceived by the Students in the College of Computer Studies – UCLM

The data in Table 2 indicate that students in the College of Computer Studies are generally satisfied with various aspects of their academic experience, with aggregate mean scores ranging from 3.80 to 3.91. Overall Student Satisfaction scored an aggregate mean of 3.89, reflecting a general sense of pride and contentment in being part of the BSIT program, as well as willingness to recommend the program to peers. Instructional Quality received a slightly higher aggregate mean of 3.91, suggesting that students perceive their instructors as knowledgeable, current with industry practices, and effective in supporting learning through clear explanations, assessments, and feedback.

Learning Resources & IT Infrastructure scored an aggregate mean of 3.85, showing that students value stable learning platforms, access to computer laboratories, updated software, and sufficient hardware. However, internet connectivity received a lower score, classified as *Moderately Satisfied*. Academic Advising & Student Support (aggregate Mean 3.87) demonstrates that students feel their academic guidance and support services are generally responsive. In contrast, Administrative Services & Processes (aggregate Mean 3.80) suggests that students are satisfied with administrative efficiency, transparency, and timeliness. However, there is room for improvement in processes like enrollment and scheduling. These findings imply that the BSIT program effectively meets students' academic and professional expectations, fostering engagement and loyalty, while maintaining instructional quality and support services remain critical for learning outcomes. Furthermore, improvements in IT infrastructure and administrative processes could enhance satisfaction and institutional effectiveness.

These observations align with previous studies, where Kember and Leung (2009) emphasize that instructional quality, including clarity of teaching and alignment with industry practices, significantly affects student satisfaction and learning outcomes in technology programs; Sang et al. (2010) note that adequate IT infrastructure, including stable LMS platforms, hardware, and software tools, is critical for effective learning in computing disciplines; Tinto (2012) highlights the importance of academic advising and student support services in promoting retention, satisfaction, and professional preparedness; and Chen et al. (2013) indicate that transparent and efficient administrative processes improve student perceptions of institutional effectiveness and contribute to overall satisfaction.

Variables	Mean	Interpretation	Rank
A. Overall Student Satisfaction	3.83	Satisfied	2
B. Instructional Quality	3.20	Satisfied	5
C. Learning Resources & IT Infrastructure	3.81	Satisfied	3
D. Academic Advising & Student Support	3.87	Satisfied	1
E. Administrative Services & Processes	3.80	Satisfied	4
<b>Overall Aggregate Mean</b>	<b>3.70</b>	<b>Satisfied</b>	

Table 3. Summarized Data on The Level of Satisfaction as Perceived by the Students in the College of Computer Studies – UCLM

The summarized data in Table 3 reveal that students in the College of Computer Studies are generally *satisfied* with their academic experience, with an overall aggregate mean of 3.70. Among the different variables, **Academic Advising & Student Support** received the highest Mean of 3.87, indicating that students perceive guidance, program coordination, and support services as responsive and helpful. **Overall Student Satisfaction** scored a mean of 3.83, reflecting students' positive perceptions of their enrollment and learning experience within the BSIT program. **Learning Resources & IT Infrastructure** got a mean of 3.81, and **Administrative Services & Processes** got a mean of 3.80. They were also rated as *satisfied*, suggesting that students find the resources, facilities, and administrative procedures generally adequate, though some areas may benefit from further enhancement. **Instructional Quality**, with the lowest Mean of 3.20, indicates that students see room for improvement in teaching practices, course delivery, or instructional engagement.

These findings imply that while the College successfully provides adequate support, resources, and administrative services, focused improvements in instructional quality could further enhance overall student satisfaction. These observations align with prior studies, where Kember and Leung (2009) emphasize that instructional quality significantly affects student satisfaction and learning outcomes, Sang et al. (2010) highlight the importance of adequate IT infrastructure, Tinto (2012) notes the critical role of academic advising and student support services, and Chen et al. (2013) indicate that efficient administrative processes contribute to overall student satisfaction.

Satisfaction Dimension	Demographic Variable	$\chi^2$ (df)	p-value	Cramer's V	Interpretation	Decision
<b>Overall Satisfaction</b>	Age	60.02 (63)	.583	.190	ns	Accept Ho
	Course	13.26 (21)	.899	.155	ns	Accept Ho
	Gender	34.59 (42)	.785	.177	ns	Accept Ho
	Year level	65.51 (63)	.390	.199	ns	Accept Ho
<b>Instructional Quality</b>	Age	51.69 (63)	.845	.176	ns	Accept Ho
	Course	19.32 (21)	.565	.187	ns	Accept Ho
	Gender	40.70 (42)	.528	.192	ns	Accept Ho
	Year level	61.91 (63)	.515	.193	ns	Accept Ho
<b>Learning Resources &amp; IT Infrastructure</b>	Age	71.35 (63)	.220	.207	ns	Accept Ho
	Course	27.45 (21)	.156	.223	ns	Accept Ho
	Gender	36.26 (42)	.720	.181	ns	Accept Ho
	Year level	87.67 (63)	.022	.230	sig.	Reject Ho
<b>Academic Advising &amp; Student Support</b>	Age	79.56 (69)	.181	.219	ns	Accept Ho
	Course	24.40 (23)	.382	.210	ns	Accept Ho
	Gender	31.86 (46)	.944	.170	ns	Accept Ho
	Year level	93.68 (69)	.026	.237	sig.	Reject Ho
<b>Administrative Services &amp; Processes</b>	Age	55.22 (63)	.657	.182	ns	Accept Ho
	Course	20.15 (21)	.492	.190	ns	Accept Ho
	Gender	38.90 (42)	.597	.187	ns	Accept Ho
	Year level	70.05 (63)	.239	.208	ns	Accept Ho

Table 4. Significant Relationship Between the Profile of the Respondents and the Level of Satisfaction as Perceived by the Students in the College of Computer Studies ( $\alpha = 0.05$ )

Table 4 presents the data on the Significant Relationship Between the Profile of the Respondents and the Level of Satisfaction as perceived by the Students in the College of Computer Studies. For most satisfaction dimensions, there is no significant relationship between the profile of the respondents and their perceived level of satisfaction. Specifically, **Overall Satisfaction**, **Instructional Quality**, and **Administrative Services & Processes** were not significantly associated with age, course, gender, or year level, as indicated by p-values greater than 0.05, leading to the acceptance of the null hypothesis in these cases.

However, **Learning Resources & IT Infrastructure** and **Academic Advising & Student Support** showed significant relationships with the respondents' year level, with p-values of .022 and .026, respectively, resulting in the rejection of the null hypothesis.

These findings imply that while students' satisfaction with most aspects of the College of Computer Studies is generally consistent across demographic profiles, perceptions of learning resources and academic support vary depending on year level.

It could suggest that students at different stages of the program experience varying needs for IT infrastructure and support services, which aligns with previous research emphasizing that adequate IT resources and academic support are critical factors in student satisfaction and learning outcomes (Sang et al., 2010; Tinto, 2012). Moreover, the lack of significant association in other areas supports the notion that instructional quality and administrative efficiency are consistently perceived across different student demographics (Kember & Leung, 2009; Chen et al., 2013).

Predictor Variable	B (Unstandardized Coefficient)	$\beta$ (Standardized Coefficient)	t	p-value	Significance	Decision
Academic Advising & Student Support	0.233	0.257	45.872	<.001	Significant	Ho Rejected
Instructional Quality	0.2	0.216	25.874	<.001	Significant	Ho Rejected
Learning Resources & IT Infrastructure	0.2	0.216	30.308	<.001	Significant	Ho Rejected
Overall Satisfaction	0.2	0.213	25.015	<.001	Significant	Ho Rejected
Administrative Services & Processes	0.167	0.195	21.969	<.001	Significant	Ho Rejected

Table 5. Significant Predictors of Student Satisfaction Among the Students in the College of Computer Studies – UCLM ( $\alpha = 0.05$ )

Table 5 presents the data on the Significant Predictors of Student Satisfaction Among the Students in the College of Computer Studies at UCLM ( $\alpha = 0.05$ ). The results indicate that all the predictor variables included in the regression analysis significantly contribute to overall student satisfaction in the College of Computer Studies. The factors that significantly predict satisfaction are **Academic Advising & Student Support**, **Instructional Quality**, **Learning Resources & IT Infrastructure**, **Overall Satisfaction**, and **Administrative Services & Processes**. Among these, **Academic Advising & Student Support** emerged as the strongest predictor with a standardized coefficient ( $\beta$ ) of 0.257 and a t-value of 45.872, suggesting that responsive guidance, program coordination, and student support services play a critical role in shaping overall satisfaction. **Instructional Quality** and **Learning Resources & IT Infrastructure** also significantly predict satisfaction, highlighting the importance of effective teaching practices and adequate IT resources.

**Overall Satisfaction** and **Administrative Services & Processes** (further enhance student satisfaction by reflecting general contentment and perceptions of efficient administrative procedures. All predictors had p-values less than .001, confirming their statistical significance and leading to the rejection of the null hypothesis.

These findings imply that student satisfaction is multifaceted, relying on a combination of academic support, instructional quality, learning infrastructure, and administrative efficiency. It aligns with previous research where Kember and Leung (2009) emphasize the critical role of instructional quality, Sang et al. (2010) note the importance of IT infrastructure, and Tinto (2012) highlights the impact of academic advising and student support on satisfaction and retention. Chen et al. (2013) indicate that administrative efficiency enhances overall student perceptions of institutional effectiveness.

## Conclusion and Implications

This study provided valuable insights into the complex factors influencing student satisfaction in the College of Computer Studies at UCLM. The research demonstrated that student satisfaction is not determined by a single aspect of the academic experience but is shaped by an interconnected combination of academic, administrative, and resource-related elements. Among these, **Academic Advising & Student Support**, **Instructional Quality**, **Learning Resources & IT Infrastructure**, **Overall Satisfaction**, and **Administrative Services & Processes** emerged as significant predictors, highlighting that both the quality of instruction and the effectiveness of institutional support systems are critical in shaping students' overall experience.

The study concluded that student satisfaction is multidimensional and dynamic, reflecting the interplay between individual experiences, program structure, and institutional practices. The study underscores the importance of addressing not only classroom instruction but also the broader support mechanisms, access to resources, and administrative efficiency that collectively contribute to a positive and fulfilling academic environment. Consequently, computing programs should adopt a holistic approach that continuously strengthens instructional strategies, enhances resource availability, and improves institutional systems to respond to students' evolving needs, foster engagement, and promote sustained satisfaction and academic success.

Based on the areas identified with the lowest levels of satisfaction, it is recommended that the College of Computer Studies at UCLM implement targeted strategies to enhance student experiences:

1. Improvements in IT infrastructure should be prioritized, particularly ensuring reliable internet connectivity and stable access to digital learning platforms. Upgrading network systems and providing sufficient bandwidth will allow students to efficiently access learning management systems, online resources, and research tools, thereby supporting both independent and collaborative learning.
2. Instructional quality can be enhanced by offering continuous professional development programs for faculty members, focusing on innovative teaching methods, clear communication of complex concepts, and alignment with current industry standards. Encouraging faculty to integrate active learning strategies, practical exercises, and timely feedback into their courses will further promote engagement and learning outcomes.
3. The College should regularly assess student feedback on both instructional methods and IT resources, using these insights to guide policy and resource allocation decisions. Implementing mentoring programs and peer support initiatives can also reinforce academic guidance and ensure students feel supported throughout their studies.
4. Finally, fostering a culture of continuous improvement across administrative and academic processes is essential. Efficient troubleshooting of IT issues, streamlined access to academic and administrative services, and proactive communication of updates can collectively enhance student satisfaction. By addressing these specific areas, the College can strengthen its overall academic environment, ensuring that students' learning experiences are both practical and fulfilling.

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## Competing Interests Statement

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## Data Availability Statement

Data sharing is not applicable to this article.

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## Appendices

No appendices are included in this article.